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ABSTRACT

This handbook has been developed through an interdisciplinary approach so that it can be used for any cooperative education program that might be proposed or in existence in the State of Idaho. The handbook was written to serve as a guide for those schools and districts that are considering using such a plan. The handbook, a program management instrument, is designed to present "just enough" theory to explain the concept, procedure, or requirement. The introductory material includes an index of basic question areas that are discussed in more than one section of the handbook. At the same time, the book contains a variety of forms, letters, charts, and other examples to enable teacher-coordinators to put theory into action in their programs. The handbook is organized in nine sections that cover the following topics: cooperative education governance (with separate subsections for secondary and postsecondary guidelines), cooperative education establishment, management and administration of cooperative education, coordinating classroom instruction and on-the-job training, establishing and maintaining training stations, recruitment and selection of students, public relations, professional development, and resources for cooperative education. (KC)

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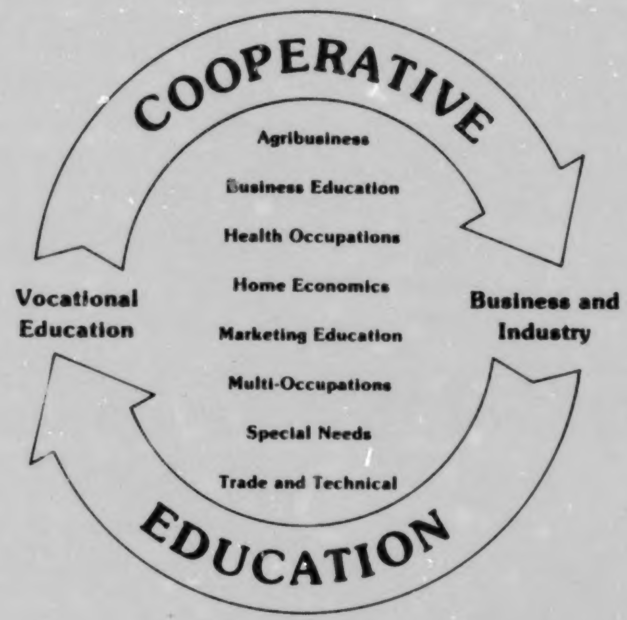
IDAHO COOPERATIVE EDUCATION HANDBOOK

AN INTERDISCIPLINARY APPROACH

Idaho State University
Pocatello, Idaho


COOPERATIVE
Agribusiness
Business Education
Health Occupations
Home Economics
Marketing Education
Multi-Occupations
Special Needs
Trade and Technical
Vocational Education
Business and Industry
EDUCATION

Sponsored By
State Division of Vocational Education
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INTRODUCTION TO THE HANDBOOK

The Idaho Cooperative Education Handbook has been developed utilizing an interdisciplinary approach so that it can be used for any cooperative education program which might be proposed or in existence in the State of Idaho. The writers of the handbook are committed to the basic premise that all cooperative education programs are operated under the same policies, procedures, and standards within the State. The general occupational competencies for all cooperative education are the same. The differences arise in the specific occupational competencies and the specific job competencies which must be addressed in cooperative education.

This handbook has been written to serve two basic purposes:

1. serve as a guide for individuals, schools, and districts who may be considering proposing utilization of the cooperative education plan;
2. serve as a guide for individuals, schools, and districts who are currently utilizing the cooperative education plan.

Essentially, the handbook is designed to be a program management instrument. The writers strived to present "just enough" theory to explain the concept, procedure, or requirement. They recognize that many other references and resources are available for those who need further or more detailed information. In addition, the writers felt that it was essential to the successful development and operation of cooperative education to include a variety of forms, letters, charts, and other examples in the handbook. They felt that this would enable the teacher-coordinator to utilize and adapt these "tools" for their respective programs.

If used effectively, this guide can serve to answer questions, provide information, save time, and serve as a base from which the teacher-coordinator can add his/her distinctive creative touch. The guide should prove to be extremely valuable to current and new teacher-coordinators.

The contents of the handbook are the result of input from local, state, and national cooperative education personnel and materials. We realize that it is the teacher-coordinator who will ultimately supply vitality, dynamics, and professionalism to the program itself.

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COOPERATIVE EDUCATION GOVERNANCE

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WHAT IS COOPERATIVE EDUCATION

Cooperative education is a plan which integrates classroom study and productive work through a balanced educational method which combines classroom theory with career-related, paid, work experience.

The student-trainee's total instructional program is carefully planned and supervised according to a training plan and memorandum of training. The training plan is a form which lists the tasks or competencies required of the student-trainee for a particular job. The teacher-coordinator and the employer identify the competencies which will be developed in the classroom and/or training station. The memorandum of training, or training agreement, state the rules, regulations, requirements, and/or responsibilities of the student, the parents or guardians, the training sponsor, and the teacher-coordinator. The form should be signed by all parties as evidence of their agreement to participate and cooperate in the training program.

The student-trainee, the parents or guardians (secondary only), the teacher-coordinator, and the employer (training sponsor) work together in scheduling work periods at the training station. The training sponsor is the person who supervises the student-trainee on the job and works with the teacher-coordinator in the development and implementation of the training plan. The training station is the place at which student-trainees are employed and supervised by the training sponsor according to the training plan.

Student-trainees may alternate their classroom instruction with their on-the-job training by spending one-half of each day at school and one-half at work. They can alternate full days, full weeks, or other periods of time, dependent upon the school schedule and academic requirements.

Cooperative education does not refer to an educational program at all, but to a plan of instruction only. Cooperative education is one more way of teaching. Cooperative education does not refer to a variety of educational programs, but, instead to the combination of in-school instruction with work-related learning experiences available in the community. When the cooperative plan is used in conjunction with occupationally oriented instruction, cooperative vocational education is generated. The standards/guidelines for secondary and postsecondary Cooperative Education in Idaho follow: (See Exhibits A and B)

Further information and assistance regarding cooperative education may be obtained by contacting:

State Supervisor, Cooperative Education
State Division of Vocational Education
650 West State Street
Boise, ID 83720
(208) 334-2659

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EXHIBIT A

SECONDARY
VOCATIONAL EDUCATION PROGRAM STANDARDS
for
COOPERATIVE EDUCATION

State Board for Vocational Education
650 West State Street
Boise, Idaho 83720

PREFACE

This Bulletin contains the standards and procedures for one program area. The material herein is only one part of the information contained in the Handbook, SECONDARY VOCATIONAL EDUCATION OPERATIONS. For additional information on Vocational Education in Idaho, the Handbook should be consulted.

This Bulletin is a concise and specific document available as a guide for the program's operation. The purpose is to provide vocational instructional personnel with specific program standards for ready reference and utilization.

The CLASSIFICATION OF STANDARDS chart has been included. It is specifically designed to assist school personnel to readily identify those components essential for vocational programs to meet and maintain vocational approval. Approval status qualifies a program for financial assistance to aid local districts with the excess costs of operating vocational programs. In addition, there are components identified which, when implemented, will measurably assist personnel in providing quality offerings to help meet the needs of Idaho's students.

CLASSIFICATION OF STANDARDS

State Division personnel review programs from time to time and provide recommendations which delineate observations and findings. These are to be used to effect program changes necessary to maintain vocational approval, strengthen the local offerings to more effectively develop the skills and knowledge required by business and to assist in systematic planning activities.

Standards*

In order for programs to meet and retain vocational approval each of the following standards must be met:

1. An approved current competency-based curriculum must be on file with the State Division of Vocational Education. Substantive curriculum changes must be approved by the State Division.
2. All vocational instructors must meet qualifications and hold current vocational credentials.
3. Enrollment must meet capacity standards as mutually established and recorded in the Division.
4. Programs must be accessible to all students and free from sex bias, stereotyping and discrimination.
5. Students should be provided appropriate clean, safe laboratories in which to train. Safety features should include adequate lighting, air purification, marked safety zones, and individual eye protection.
6. Reimbursement used to support the program in which earned.
7. All provisions outlined in the Statement of Assurances (Form 10-C) have been met.
8. Advisory committee appointed and utilized according to information provided in the Local Advisory Handbook No. 170.
9. Equipment tagged, maintained and inventoried according to Vocational Education Policy No. 182.
10. Vocational programs providing a cooperative education component to their program must follow the Division's cooperative guidelines.
11. All forms and reports required are submitted on a timely basis.

Quality Components*

Preparation, initiation and maintaining each of the following components will strengthen the effectiveness of vocational programs. Failure to incorporate these into programs may weaken them to the point they fail to maintain vocational approval status. District personnel are encouraged to work toward incorporating each component into their vocational program activity.

1. Develop a program philosophy compatible with the educational objectives of the school and the district.
2. Provide extended employment for instructors consistent with a written program of work.
3. Implement a cooperative education component to the program.
4. Provide students with leadership development activities.
5. Budget for software and supplies essential to meet the program's
6. Initiate an equipment replacement and maintenance policy.
7. Encourage and provide for staff participation in inservice and back to industry upgrading.
8. Maintain a viable public relations program.
9. Encourage staff membership and participation in professional association activities.
10. Maintain a system to encourage at least 30% of the occupational completers to respond to the follow-up survey.
11. At least 70% of completers of occupational programs must be employed or continuing education as documented by the official follow-up survey.

Planning*

Specific planning activities serve as viable check points and reminders toward meeting program needs. Some activities necessitate financial and curriculum planning consistent with resources.

1. Facility
   - environment conducive to learning
   - adequate size to serve enrollment
   - new facility needed
   - relocation
   - remodeling/renovation
   - environmental conditions i.e. lights and ventilation
2. Storage
3. Short (1 year) and long-range (5 year) plan maintained to provide logical program direction.

---

*Not listed in priority order.

COOPERATIVE EDUCATION

I. PHILOSOPHY - COOPERATIVE EDUCATION

Cooperative Education experience and training is designed to assist individuals in becoming self-supporting, efficient, contributing members of our society. Cooperative Education is also considered an instructional plan or method which involves regularly scheduled employment that gives students an opportunity to experience theory in practice while developing competencies through supervised training at a training station.

II. DEFINITION OF COOPERATIVE EDUCATION

"The term 'Cooperative Education' means a program of vocational education for persons who through written cooperative arrangements between the school and employers, receive instruction including required academic courses and related vocational instruction by alternation of study in school with a job in any occupational field; but these two experiences must be planned and supervised by the school and employers so that each contributes to the student's education and to his/her employability. Work periods and school attendance may be on alternate half days, full days, weeks or other periods of time in fulfilling the cooperative program." (Defined in the Vocational Education Act of 1976, P.L. 94-482 Section 195 [18]).

III. GENERAL OBJECTIVES OF COOPERATIVE EDUCATION

Cooperative Education provides students with a variety of opportunities that cannot be achieved in the classroom. The program enables individuals to gain occupational knowledge to apply basic skills and to provide situations in which attitudinal change can take place. Major objectives are:

A. To encourage all students, regardless of race, sex, national origin, or disability condition, to become involved in Cooperative Education.

B. To ensure that students with a career/occupational objective in nontraditional areas of employment have equal access to training opportunities.

C. To enable students to learn more about the occupations of their choice through experiential activities.

D. To enable students to learn, by occupational experience, the skills and competencies needed to obtain and hold positions in employment.

E. To encourage students to assume more mature attitudes toward their academic preparation and the world of work.

F. To permit students to train in actual situations that cannot be duplicated in the classroom.

G. To provide the school with valuable information about industry, establish public relation contacts and to obtain advice from business and industrial leaders in areas of curriculum, laboratory planning, student recruitment and placement.

H. To enable the teacher/coordinator to gain better insight into competencies and skills needed by cooperating businesses/industries.

IV. SCOPE OF COOPERATIVE EDUCATION

The purpose of these Standards is to assist school personnel in the operation and development of Cooperative Education under the provisions of P.L. 94-482, Title II Vocational Education. These Standards apply to the following Vocational Education programs incorporating the Cooperative Education approach:

- Agriculture/Agribusiness Education
- Marketing & Distributive Education
- Multi-Occupations
- Health Occupations
- Home Economics
- Business and Office Education
- Special Vocational Needs
- Trade & Technical Education.

V. REQUIRED ELEMENTS FOR COOPERATIVE EDUCATION

The following elements are required for all Vocational Education programs using the Cooperative Education method of instruction:

A. Certified Teacher/Coordinator. The teacher/coordinator is a member of the school staff who teaches related and technical subject matter involved in Cooperative Education programs. In addition to performing regular duties, the teacher/coordinator is to integrate classroom instruction with on-the-job activities of the employed student.

In order to be approvable for reimbursement purposes, secondary teachers must meet the approval standards in Idaho Certification Standards for Professional School Personnel. Occupational experience is required. This requirement for work experience will include a minimum of 4,000 hours of paid occupational experience in one or more vocationally approved areas.

Teacher Coordinators of Co-op programs are encouraged to participate in local, state, or national in-service activities each year.

B. Related Class. All accreditable programs will have a regularly scheduled class devoted to information and skill training related to the occupational objective of the student taught by a qualified Cooperative Education teacher/coordinator. Adequate individualized and group instructional materials and references must be provided. This class will enable the student to gain experience in using the skills and knowledges developed in class. This class may be conducted either before or during the student's cooperative education experience. Every effort should be made to provide for individual needs in the instruction. Regular class credit and a separate grade is to be given for related class instruction. Content for the group instruction part of the related class should contain the following:

Introduction to Cooperative Education
Human Relations
Applying and Interviewing
Business Math
Personal Effectiveness
Insurance
Maintaining Employment
Employment Safety
Student Organization
Employment Opportunities
Personal Finances
Legal Services
Taxation
Social Security Retirement
Fringe Benefits
Job-Related Instruction

C. Supervised On-The-Job Training. Students in the program must be eligible for release time for on-the-job training. The amounts of release time shall be determined by the student's needs and the requirements of that program or employer. The on-the-job training should be a true learning experience and should be related to existing career/occupational opportunities which will lead to promotion and advancement. The student must be employed and paid in conformity with federal and state laws and regulations and in a manner not resulting in exploitation of the student for private gain. The student cannot displace regular workers at the training station. A minimum average of 15 hours of on-the-job training per week, per student is required. If the student is not employable at the beginning of the school year, additional laboratory and/or classroom instruction should be provided by the teacher/coordinator to upgrade the individual skill and knowledge. When an employable level is reached, the student can be released from school and receive on-the-job training in his/her occupational area of interest. Class credit is to be given for the on-the-job training or laboratory experience.

D. Selected Training Station. A business/industry is to be selected on the basis that the on-the-job training will reflect meaningful opportunities and learning experiences. A specific training sponsor, who will be directly responsible for supervision of the student and contacts with the teacher coordinator is to be designated at each training station.

E. Coordination. Coordination of student's on-the-job training must be done by a teacher/coordinator vocationally certified in the specialized discipline area. (Exception: Multi-Occupations.) The teacher/coordinator will maintain a written schedule of the regular visits to the training station.

F. Coordination Time. The teacher/coordinator will have release time to coordinate the student-learners at their training stations. The coordination time will be considered a portion of the teacher/coordinator's regular day that should be scheduled when students are released from school. A minimum of one daily class period must be maintained regardless of the number of students enrolled. Teacher/coordinator release time for coordination of on-the-job learning experiences should reflect a scale of one-half hour per student per week.

G. Training Agreements. Parents, students, employers, and school personnel shall understand and agree upon the contents of the written training agreements. A copy shall be on file with the teacher/coordinator. A copy should be given to each of the signing parties at the time the student is employed. Sample copies of prescribed training agreements are available through the State Division for Vocational Education. The design of the Cooperative Education training agreement is left up to the designated officials of the school; however, the following information must be included in the training agreement:

1. Name and address of student, birthdate and social security number.

2. Name of employer.

3. Job title and/or description of occupational objective for which the student is to receive training.

4. Duration of training period (date).

5. Brief statements of responsibilities and mutual understanding.

6. Compensation.

   a. Hiring date of student.
   b. Rate of pay.
   c. Working hours per week.
   d. Provision for student-learner certificate, if used.

7. Special.

   "It shall be agreed that parties participating in this program will not discriminate in employment opportunities on the basis of race, color, sex, national origin, or handicap." (This statement must appear on the training agreement.)

8. Signatures.

   a. Student.
   b. Parent or Guardian.
   c. Employer.
   d. Teacher/Coordinator.

H. Training Plans. A training plan is to be developed for each student on an individual basis. The plan is to provide a reasonably specific direction for the student's on-the-job activities. Consideration in developing the training plan is to be given to the student's career/occupation objectives, needs and abilities, as well as training station opportunities and training sponsor needs. The sequence of learning experiences should show some progression from the simple to the complex. A time schedule of job experiences is desirable, but it should be incorporated with the understanding that the individual should be given experiences when ready. Sample copies of training plans are available through the State Division of Vocational Education.

I. Targeted Jobs Tax Credit (TJTC). The Revenue Act of 1978 (P.L. 95-600), as amended, and the Economic Recovery Tax Act of 1981 provides for the Targeted Jobs Tax Credit (TJTC) Program. TJTC allows tax credit to private sector employers who pay a federal income tax and hire disadvantaged Co-op students. Employers may claim a tax credit of 50% of the wages of the Cooperative Education student, up to $6,000 the first year. The second year employers may claim 25% of the first $6,000. The maximum age for participating student-learners is 19 years of age (up to 20th birthday).

The teacher/coordinator is responsible for: 1) explaining the TJTC program to employers and, 2) assisting interested training stations in securing a tax credit for eligible students.

J. Evaluation. Evaluation of individual students in a Cooperative Education program should be conducted by both the teacher/coordinator and on-the-job training sponsor. The teacher/coordinator is responsible for determining the grade for the class instruction while the training sponsor assists the coordinator in determining a separate grade for on-the-job training. On-the-job performance of each student should be formally and systematically reviewed by the training sponsor at the school's regular grading intervals. Every student shall receive two grades; one for the related class and the other for on-the-job training. For sample copies of evaluations, contact the State Division of Vocational Education.

K. Facilities and Equipment. Classroom, storage, and office facilities should be provided for the Cooperative Education program. The primary purpose of the Cooperative Education classroom is instruction, but it also serves as a laboratory, study center, a counseling and materials resource center, a meeting place for the vocational student organization groups and outside advisory groups, and as an adult evening school classroom. Careful consideration should be given to the flexibility of usage of equipment.

The teacher/coordinator confers with the public including employers, parents, advisory council/committee and staff members. Provision for access to a separate and private office area is essential. A telephone, desk, chairs, typewriter, and filing facilities are important.

When making decisions concerning facilities and equipment, program planners should keep in mind the conditions under which Vocational Education operates.

L. Extended Contract. Provisions are to be made for Cooperative Education teacher/coordinators to have extended employment for placement and coordination activities.

M. Advisory Council/Committee. Each Cooperative Education program shall operate with the assistance of an advisory council/committee. The council/committee shall not be policy making nor regulatory but rather advisory in capacity. Members should be formally appointed for specific periods of time. Council composition should reflect people with backgrounds in occupational area(s) to be served. There should be a minimum of one representative on the council who serves as an employer or training sponsor to the program.

N. Filing and Recordkeeping. Keeping accurate records is a necessary responsibility of the teacher coordinator. Information contained in an individual's files is subject to review (upon request by the student, parent or guardian of an unemancipated student- learner). Records which should be maintained by the coordinator include: training agreement, training plan, student earning report, student evaluation reports, and coordination visitation report forms.

O. Student Organization. Enrollees shall have the opportunity to join one of the vocational student organizations; DECA, OEA, VICA, FFA, or FHA/HERO. The student organization, along with the classroom and on-the-job training, constitutes the third phase of the Cooperative Education program. Activities should include professional conferences, civic projects and competency based events. Emphasis shall be on the development of leadership skills. Criteria for activities are contained in various student organization handbooks. Copies are available from the respective state advisors of the vocational student organization involved.

P. Student Selection. Personnel responsible for student recruitment/selection must provide information on Cooperative Education to secure that all potential Cooperative Education students are familiar with the program. Student selection should be composed of three elements. These three elements are:

1. Student application forms that provide background information.

2. The student's personal cumulative record which provides such information as school grades and credits, vocational goals, interests, and previous vocational courses.

3. The student interview conducted after all pertinent data has been completed.

Q. Travel. Local boards of education are encouraged to provide professional leave and reimbursement for travel expenses to Vocational Cooperative Education teachers. These funds should be budgeted for the following purposes: field trips, vocational student organization activities away from the school setting, community work incidental to the program, in-service activities, special vocational conference activities, home visitations, and travel for coordinating students on the job.

VI. SUMMER COOPERATIVE EDUCATION

Summer Cooperative Education programs provide additional opportunities for students to prepare for a career. Some students in Idaho high schools are unable to participate in cooperative programs during the school year due to placement limitations. Many geographic areas are only able to economically support placement during the summer months. The Division of Vocational Education encourages the design, development, and implementation of Cooperative Education programs for other than the regular school year. All Co-op guidelines identified in the current Cooperative Education Standards apply to Summer Cooperative Education programs.

VII. ASSESSMENT OF PROGRAM EFFECTIVENESS

Refer to individual program standards in Part II.

CVE I B
Vo-Ed No. 204

EXHIBIT B

POSTSECONDARY
VOCATIONAL EDUCATION GUIDELINES
for
COOPERATIVE EDUCATION

State Board for Vocational Education
650 West State Street
Boise, Idaho 83720

GUIDELINES FOR POSTSECONDARY CO-OP EDUCATION

I. DEFINITION

Cooperative Education is a working partnership in which an educational institution and students join with an employer in a structured relationship. Its basic purpose is that of providing a means whereby a student can combine study at an institution with work experience which is under the supervision of an employer in order to fulfill the total requirements of a particular educational program. Students engaged in such a cooperative work experience must be regular students at the institution.

The requirements of a cooperative education experience include the successful completion of a specific combination of classroom and work experiences. Modes for cooperative education may be alternate or parallel plans. The total cooperative work experience is of sufficient duration to be considered a meaningful part of the program in which the student is enrolled and is evaluated by the institution, employer, and student.

Whether cooperative education is mandatory or voluntary at an institution, student participation in a cooperative work experience should be considered a regular part of the program in the same sense as any of the institution's other offerings.

Cooperative work experiences are to be appropriately related to the educational and career objectives of the particular student and at a rate of pay comparable to employees who do similar work. Some of the activities which would not be considered appropriate cooperative education experiences are: life experiences, field trips, recreational experiences, independent study, surveys, and travel.

It is expected that there will be various cooperative education models. Regardless of the model, the institution shall provide for a continuous and orderly advancement toward a competency level for a cooperative eduction student.

II. ELIGIBILITY

A. Eligible Population

Students enrolled in approved vocational education programs, and who possess the minimum competencies necessary to function satisfactorily in the work setting, are eligible for cooperative education.

B. Eligible Institutions

Any postsecondary institution offering approved vocational education programs is eligible to initiate and operate a cooperative education component to their program. The cooperative vocational experience must be awarded credit/clock hours which is applicable to the institution's program requirements. Cooperative education shall be under the supervision of a cooperative education coordinator.

III. COOPERATIVE EDUCATION COMPONENTS

A. Vocational Related Instruction

Vocational related instruction is required for all students participating in cooperative vocational education. This related instruction is a two-fold process: 1) the related instruction provided through the students' vocational program, and 2) a related instruction course/seminar which provides for interpersonal skill development involving relationships with co-workers and supervisors.

Ideally, each coordinator will conduct seminars for students. Many different methods are used for conducting seminars. Some are:

- Results by Objectives
- Diary of Experience
- Professional Interviews
- Topic Notebooks
- Career Planning
- Term Papers
- Book Synopses
- Guest Speakers
- Job Search Information
- Resume Writing
- Field Trips
- Films

Seminars may be taught during the day or evening, on or off campus, in concert with or prior to the cooperative work experience.

B. Cooperative Education Coordinator

1. Coordinator's Qualifications. Certificates are issued to coordinators of cooperative programs. Renewal requirements are the same as for Type A Vocational Specialists Certificates, Standard and Advanced. Applicants employed to coordinate cooperative programs shall have:
   a. a recommendation from the school administrator.
   b. met the occupational experience requirement of the Type A Vocational Specialist Certificate.
   c. completed, or during the initial period of employment as a coordinator completed, an approved course in coordination of cooperative programs (see Idaho Certification Standards for Professional School Personnel, revised July 1, 1982).

2. Coordinator's Role. The tasks performed by the coordinator are categorized as follows:

   a. Guidance and assessment of students.
      1) Describing cooperative education to students.
      2) Working with guidance personnel.
      3) Providing occupational information.
      4) Counseling students about cooperative education.
      5) Gathering general information on Co-op students.
      6) Evaluating student competencies, interpersonal skills and interests as they relate to the work setting.
      7) Programming and scheduling Co-op experiences into the student's occupational program plan.
      8) Assisting Co-op students with career planning.

   b. Placing students in work settings.
      1) Enlisting participation of cooperating employers.
      2) Evaluating and selecting a suitable work setting for each student.
      3) Orienting employers.
      4) Preparing students for employment interviews.
      5) Orienting students to the employer's expected work habits, dress standards, and attendance policies.

   c. Assisting students in adjusting to their work environment.
      1) Helping students adjust to their job situations.
      2) Helping to resolve work-related problems.
      3) Planning personal development with training supervisors and students.
      4) Evaluating, with employers, the students learning progress.

   d. Planning and improving on-the-job instruction.
      1) Establishing, with the assistance of the employer, on-the-job responsibilities.
      2) Developing training agreements and training plans.
      3) Consulting with, and assisting employers in jointly assessing job responsibilities, interpersonal skills and attitudes in relationship to students' career objectives.
      4) Maintaining student contact by periodically visiting work settings. Two visits per student, per enrollment period, is the minimum.

   e. Correlating career-related instruction with on-the-job training.
      1) Determine needed career-related instruction.
      2) Assembling specialized instructional materials to strengthen students' job performance.
      3) Providing for career-related instruction on a regular basis.
      4) Directing individual projects and study.

5) Obtaining assistance from teaching faculty and guidance personnel.
6) Advising training supervisors concerning applications and other job experiences relating to the students' total program.
7) Evaluating learning outcomes.

f. Assisting students in making personal adjustments in regard to their job.
    1) Aiding students in correcting poor personal habits.
    2) Counseling students with physical, personal, and social economic problems which interfere with the job responsibilities.
    3) Assisting students with educational problems.
    4) Assisting guidance personnel in resolving behavioral problems.

g. Maintaining good public relations in regard to cooperative education.
    1) Planning publicity program for school and community.
    2) Preparing printed publicity.
    3) Constructing displays and exhibits.
    4) Maintaining communication with faculty, community employers, administrators, and student body regarding cooperative education.

h. Related activities.
    1) Planning job training objectives.
    2) Working with advisory committees.
    3) Communicating institutional policy.
    4) Maintaining necessary Co-op student records and files required by state and federal agencies.
    5) Participating in professional meetings.
    6) Assisting in the preparation of an annual report to the State Division of Vocational Education.
    7) Assisting with regular follow-up studies of former cooperative education students.
    8) Knowing federal and state laws relative to cooperative vocational education.

3. Coordinator's Work Load. Time shall be provided to coordinate instruction and supervise on-the-job training. The usual patterns and formulas for determining the work load of staff of regular instructional programs in the institution are not likely to apply to cooperative vocational education. The work load for cooperative vocational education coordinators may vary among institutions depending upon the following determinates:

- Number and characteristics of students to be served.

- Number and diversity of occupations to be coordinated.

- Number and characteristics of participating firms.
- Size and location of the institution and the employment community.
- Prevailing economic conditions and employment opportunities within the institution's area.

a. Work Load

A coordinator's work load not including teaching load is as follows:

30%	Job Development and Placement
30%	Vocational Guidance
30%	Evaluation and Visitations
10%	Meetings, Paperwork
100%	

It is commonly believed that if a coordinator spends more than 40% of coordination time on campus, an adequate job of executing the coordination responsibilities is not being achieved in the employing community.

The analysis of a coordinator's load is complicated. The following illustrates the many variables the cooperative eduction coordinator functions under:

Function	Low Demand on Coordinator Time	High Demand on Coordinator Time
Job Development	No job development for students.	More than one job developed per student per session.
	No job development required for students	Job development required for all department students.
	Job development in programs having an abundance of employing agencies.	Job development in program having little or no jobs available.
Student Recruitment	Cooperative education not required in curriculum.	Cooperative Education required in curriculum for program completion.

(Continued)

Function	Low Demand on Coordinator Time	High Demand on Coordinator Time
	Department does not have an abundant supply of students available for cooperative education experience.	Department has available students.
Student Visitation by Coordinator at Work Site	Visitations are on campus.	Visitations are statewide.
	Employing firm hires 2 or more students per session.	One student per employing firm.
	Students are visited at the job site one time each session.	Students are to be visited by the coordinator weekly.
Seminar Related Instruction	Coordinator does not conduct the seminar.	Coordinator teaches one seminar each week.
Department Responsibility	Coordinator works for only one program.	Coordinator has a multi-department responsibility.

A coordinator, working other than 100 percent time in cooperative education, will have his/her work load prorated based upon the percent of time outlined in the job description for coordination responsibility. The following chart provides examples of possible work load distribution for varying percentages:

% Time Assigned Co-op Coordinator	Student Load
100	65
80	52
60	39
50	32
40	26
33	21
25	16
20	13
12.5	8

b. Extended Year

The duties and responsibilities of the coordinator may extend beyond the regular school year. During summers he/she may be involved in locating training stations, participating in preregistration, advising students, meeting with the advisory committees, evaluating the program, following up former students, and preparing training agreements. Also, institutions are encouraged to offer cooperative vocational education during the summer for interested students. The coordinator may wish to maintain an ongoing year-round Co-op offering in order to provide continuity in the student's educational plan. Therefore, it may be necessary to employ the coordinator on an extended contract.

C. Cooperating Employer

1. Selection of Cooperative Education Employer. The following guidelines can be helpful when identifying employers.

   a. Willingness to participate in cooperative education.
   b. Past record of supervisory experience with other cooperative education students.
   c. Knowledge of work area and expertise related to work assignments.
   d. Sufficient time to spend with students.
   e. Opportunity for student rotation on the job to provide knowledge.

   The employer should serve as a developmental coach while getting their work done. Employers should make every effort to generate self-concepts that are consistent with the behaviors they wish to achieve.

   Remember, the key to successful Co-op employer selection is in the understanding and rapport established by the cooperative education coordinator with people at these work locations in regard to student needs, expectations, and proper placement.

2. Employer Orientation. Maximizing the benefits of both the employer and participating student in cooperative education can be obtained, only in part, if the selection of cooperative education employers is followed by a systematic orientation program. In developing an orientation, some of the necessary ingredients should include:

   a. Brief explanation of vocational and cooperative education.
   b. Recognize support and commitment of employing business to the program.
   c. Review program objectives and management expectations.

d. Outline cooperative education policies and procedures. review employer handbook. Paperwork should be kept to a minimum; if possible, adapt existing employer and administrative forms/procedures for cooperative education use.
e. Highlight potential benefits and drawbacks.
f. Review employer role; define internal/external lines of activity.
g. Establish a communication system (formal and informal).

Each component of the orientation may be expanded on and contracted to fit the needs of a particular employer.

D. Student Employment Hours and Contact Hour Equivalencies

Cooperative education is recognized as a valuable educational opportunity. To be counted in an educational program, the student must work a minimum-average of 15 hours per week.

Fifteen hours of cooperative work experience = 10 contact hours;
1.5 hours of cooperative work experience = 1 contact hour

A maximum of 320 contact hours per school year (10 credits) may be counted toward an education program. Generally a maximum of 5 credits per semester may be awarded for cooperative work experience. A student enrolled in a two-year program may generate a total of 640 contact hours (20 credits).

E. Advisory Committee

All cooperative vocational education programs are to have an operating advisory committee. The advisory committee should provide a major channel of communicatin between the institution and the cooperating employers. The specific vocational program advisory committee currently utilized by the institutions may serve this purpose. A clear statement of functions and limitations of an advisory committee on cooperative vocational education should be set forth. It should be clearly understood that the committee is advisory in scope and has no administrative or policy forming power.

IV. ACCOUNTABILITY REPORT

A year-end report of the cooperative vocational education offering should be presented to the advisory committee(s) and the vocational dean/director. One copy must be maintained on file for review. Items included on the accountability report are:

A. A roster of the cooperative vocational education advisory committee members.

B. The annual goals and objectives of cooperative vocational education.

C. A description of the cooperative vocational education design or strategy employed by the institution (parallel school/work experiences, alternating school/work experiences, etc.)

D. A statement identifying the coordinator's load (credit hours, contact hours, or number of students).

E. A description of the year's activities which relate to the local annual cooperative vocational education goals and objectives.

F. The strengths and weaknesses of the cooperative vocational education program and recommendations for improvement.

G. Anticipated goals and objectives for the following academic year.

H. An inventory of the curricula from which cooperative vocational education students were selected.

I. A roster of students placed in work settings. The roster will include the students' name, their curricula, names of cooperating employers, earnings, and the general job titles.

J. A copy of the sample training agreement and other related cooperative education documents.

K. The objectives and outlines of the vocational-related instruction.

V. COOPERATIVE VOCATIONAL EDUCATION FUNDING

A. Request approval for the position(s) for Cooperative Education Coordinators in Annual Plan and Budget.

OR

B. Statement of reallocation of internal resources submitted to the State Division for Vocational Education for State Board approval.

VI. EMPLOYMENT REGULATION COMPLIANCE

The cooperative education coordinator is responsible for informing employers about state of Idaho and federal laws, rules and regulations relating to Co-op; i.e., liability, workmen's compensation, and unemployment benefits.

The cooperative education coordinator must practice nondiscriminatory placement policies and procedures with employers. The basic objectives of nondiscriminatory placement procedures are:

- to insure that equal educational opportunities, including full opportunity to participate in programs, activities, job opportunities, and to benefit from services, are provided to all students.

- to prohibit barriers in achieving full participation, such as stereotyping of individuals based on their racial, ethnic, or gender identity, or on their handicapping conditions.
- to provide education in an integrated setting.
- to analyze, identify, and change policies and activities that impede the achievement of the above goals.

VII. PARTICIPATION IN PROFESSIONAL DEVELOPMENT ACTIVITIES

The coordinator should attend national, state, and district professional development activities, meetings, seminars and workshops.

The coordinator must keep abreast of technological changes in business and industry.

The coordinator should join and actively participate in local and/or state and national professional cooperative education organizations.

VIII. FEDERAL LEGISLATION FOR CO-OP

Higher Education Amendments of 1965 (P.L. 89-329) provided funds to colleges and universities for community service and cooperative education.

Vocational Education Amendments of 1968 (P.L. 90-576) provided federal grants to states for vocational education and part-time employment for persons for all ages and all education levels.

IX. DEFINITIONS

1. Advancement Curriculum. A series of short units or courses for employed adults which emphasize the development of competencies which upgrade current employment qualifications or are necessary to qualify for a specific level of job opportunity; sometimes referred to as certificate programs or package courses for supplementary instruction.

2. Alternate Plan. A mode of cooperative education where students alternate between school full-time and working full-time in a job that relates to their particular education and/or occupational goal.

3. Apprenticeship Training. Occupational training undertaken by a trade or industry, usually in cooperation with an educational institution. The training program usually is designed by a committee of employer/employee representatives and directed by them. The apprentice works under a written agreement and is paid a graduated percentage of the journeyman wage while in training.

4. Career Development. A lifelong process involving a series of experiences, decisions, and interactions, which, taken cumulatively, results in the formulation of a viable self-concept and provides the means through which that self-concept can be implemented both vocationally and avocationally.

5. Career Interest. The student's decision to pursue a job description or cluster within a vocational education program area.

6. Career Objective. A specifically recognized objective selected by the student, the attainment of which is the purpose for his/her vocational instruction.

7. Clinical Experience. First hand participation in client and client-related services occuring as part of an educational program in nursing or health occupations. Students are under faculty supervision or placement facility while participating in client care activity.

8. Co-op. An abreviation for Cooperative Education.

9. Cooperative Education. A program of vocational education for persons who, through written cooperative arrangements between the school and employers, receive instruction including required academic courses and related vocational instruction by combination of study in school with employment in an occupational field.

10. Coordination. The process of organizing, developing, or maintaining effective relationships with all groups and individuals involved in a cooperative education program.

11. Coordinator. The term used to describe the faculty person responsible for a cooperative plan of instruction. Sometimes referred to as a(an) instructor/coordinator, counselor/coordinator, teacher/coordinator, or coordinator.

12. Directed Practice. A specific supervised activity usually associated with inservice programs, involves individualized or small group supervision in which a faculty member guides and assists a student who is undertaking new skills; e.g., student teaching.

13. Education/Work Programs. An embrella term which describes a variety of arrangements, either paid or unpaid, whereby students are involved in real work environments. It includes cooperative education, work study, and work experience programs.

14. Employability. Results of work/school experiences that provide students with a broad background of marketable skills which may be used for gainful employment.

15. Employer. General term for any individual, corporation, or other operating group which hires workers. The term "employer" and "management" are often used interchangeably.

16. Externship. A follow-up experience for students which builds onto, and comes several years after the intern activity, conducted under the supervision of a faculty/coordinator.

17. Experiential Education. Refers to the many practices of utilizing out-of-classroom, off-campus resources as a learning laboratory. A term which includes cooperative education, service learning internships, externships, practicums, etc.; learning by doing.

18. Field Study Experience. An occupational activity for which data are gathered from a source outside of the single classroom or college. This course is often used in contradistinction to laboratory shop study meaning that data are obtained from sources other than a laboratory shop. Students contract for the number of hours/credit prior to beginning the activity.

19. Follow-Up Report. Usually a composite short-term or long-term report of former students indicating their present employment status or other present commitments (education, military, homemaking). More sophisticated follow-up studies seek to assess the effectiveness of the cooperative training experience to the student's present situation. Individual follow-up information is usually maintained in a student's record file.

20. Independent Studies, Special Projects, Special Topics. An activity in which students carry on their studies without attending formal classes and consult periodically with one or more faculty members for direction and assistance. Students contract for the number of hours/credit prior to beginning the activity.

21. Internship. A period of time spent in a business, industry, or other agency for the purpose of providing the student with opportunities to gain insight and direct experience related to one or more functions of that organization. Internships are usually conducted under the supervision of a coordinator. The intern may or may not receive a stipend.

22. Job. The duties and tasks actually performed by a specific individual.

23. Job Description. A written statement listing the elements of a particular job or occupation. The statement may include the purpose of the job, duties, equipment used, qualifications, training requirements, physical and mental demands, and working conditions.

24. Minimum Wage. The lowest rate of pay, established by law or through collective bargaining, at which covered workers may be employed. The minimum wage is usually expressed as an hourly rate.

25. Non-Occupational Education. A sequence of learning experiences on a regular or systematic basis, consisting of occupational theory, practice, and skill development for students.

26. Occupational Field. A group of recognized occupations having many similarities, including the following characteristics in common;

the type of work performed; the basic aptitudes, and the acquired knowledge and training required; the tools, machines, instruments, and other equipment used; and the basic materials used.

27. Occupational Objective. An occupational goal, selected by the student, the attainment of which is the purpose for his/her vocational instruction. (See Career Interest)

28. On-The-Job Training. Instruction in the performance of a sequentially-planned job given to an employed worker by the employer during the usual working hours of the occupation.

29. Parallel Plan. A mode of cooperative education where students attend the institution part-time and work part-time on a job that relates to their particular education and/or occupational goal, where on-the-job training and classroom work are concurrent.

30. Placement Coordinator. A person who provides local leadership to plan and initiate placement services.

31. Placement Services or Placement Activities. A series of coordinated activities for students planning further education or seeking part-time or full-time employment either for additional education, for on-the-job training, or for earning a living.

32. Practicum. A course of instruction aimed at closely relating the study of theory and practical experience; usually both will be carried on simultaneously to an academic exercise consisting of study and practical work. The student customarily does not receive a stipend.

33. Preparatory Instruction. Instruction preparing students for full- or part-time employment; also serves to prepare students to enter and advance in an occupation; also serves to equip workers with new of different skills demanded by technological changes.

34. Preparatory Program. A preparatory program provides vocational instruction designed to prepare individuals for gainful employment as semi-skilled or skilled workers or technicians or semi-professionals in recognized occupations. Preparatory programs are provided in the school laboratory/classroom.

35. Project. Any individually-designed learning activity that has a behavioral objective related to an individual's occupational goal and is to be accomplished in a specified length of time. An independent activity usually completed in a laboratory environment.

36. Related Class. Class work designed to develop skills that will be applied during a cooperative education experience.

37. Related Vocational Instruction. In-school courses specifically designed to improve personal and social skills, provide needed basic education (remedial), and/or develop relevant occupational

skills and knowledges. The course should be regularly scheduled, should complement the learning experiences at the training station, and should be planned and developed to meet the specific needs of the individual student. The content of this course should consist of the theory of the occupational skill, the specific related information, and the general related instruction necessary to achieve personal success in the world of work.

38. Salary Rate. The rate of pay expressed in terms of dollars per week, month, or year.

39. Seminar. An instructional technique in which a group of students engage in research or advanced study. Students meet under the general direction of one or more faculty for discussion of problems of mutual interest.

40. Skills Application. The act of students applying the knowledge and skills they have developed in the classroom in a real job situation.

41. Skills Development. The act of students developing occupational skills on the job that cannot, for various reasons, be developed in the classroom or laboratory.

42. Special Problems. See Workshops.

43. Special Projects. See Independent Study.

44. Special Topics. See Independent Study.

45. Task. A unit of worker activity that is intermediate in specificity between a function and a procedural work step or action. It is a discrete unit of work performed by an individual; that is, the unit usually has a definite beginning and ending, and is performed within a limited period of time.

46. Task Analysis. A detailed listing of skills necessary to perform a clearly defined, specific job, organized into a logical sequence and which may be used for teaching employment or classification purposes.

47. Task Inventory. An instrument used for conducting an occupational survey. It consists of items of identification and background information and a list of appropriate duty and task statements.

48. Teacher/Coordinator (Cooperative Vocational Education). A member of the local institution staff who teaches technical and related subject matter to students preparing for employment and coordinates classroom instruction (related classroom) with learning activities at the training station. The coordinator is also responsible for the evaluation procedures of the program. (See Coordinator)

49. Training Agreement. A statement of fundamental agreements regarding the participation of a student in a work environment. Initiated by the institution, the agreement reflects a voluntary and cooperative commitment on the part of the coordinator, employer, and student.

50. Training Plan. A format for delineating, for each student, the learning experiences and tasks to be undertaken at the training station, often paralleled with classroom units of instruction. The training plan, cooperatively determined, usually becomes a part of the training agreement.

51. Training Sponsor. The individual to whom the student-learner looks for instruction and training at the training station. The on-the-job training sponsor may be the owner or manager, or a responsible individual appointed by management. (See Employer)

52. Training Station. The student work station where skills application or skills development takes place. (See Employer)

53. Work Experience. On-the-job experiences designed to improve the employability of participants including a variety of programs that are less structured and used in a broader content than cooperative education.

54. Work Exposure. Experiences which provide students with the opportunity to observe and systematically sample a variety of work conditions in order to determine whether they wish to pursue certain careers.

55. Work Observation Program. Student observes work, does not perform tasks except to understand them. Unpaid. Plan is usually a few weeks in length and may be tied in with a class in which occupational information is discussed.

56. Workshops, Special Problems. An instructional method in which persons with common occupational interests and problems meet with appropriate specialists to acquire necessary information and develop solutions through group study. Activities are usually residential and of short concentrated duration. Students contract for the number of hours/credit prior to beginning the activity.

57. Work Study. The program designed to provide financial assistance through part-time employment. The amount of part-time employment is based upon the financial need of the student and is not necessarily related to his/her career objective.

COMPARISON OF PLANS FOR USING THE WORK ENVIRONMENT

Components of Characteristics	Cooperative Education	Work Study	Work Experience	Internship	Apprenticeship	Practicum
1. Established career objective by student	Yes, primary objective is entry employment training toward career	Sometimes yes, established in some vocational field. Program objective is usually earning power and motivation for student	No, but sometimes has general education values	Yes	Yes	Yes
2. Classroom instruction related to the career objective	Yes	Not necessarily	No	Yes, usually before work experience	No, not necessarily	Yes, usually
3. Established training station and close supervision by institution	Yes	Not usually	No	Yes, usually	No	No
4. Training plan/ training agreement	Yes	No	No	No	Yes	No
5. Paid employment	Yes, usually by profitmaking business	Yes (in some plans through government	Not necessarily	Usually	Yes, % of journeyman wage	No
6. An advisory committee used	Yes	No	No	No	No	No
7. Certified teacher/ coordinator in occupational field	Yes	No	No	No	No	No
8. Credit/hours awarded	Yes	No	Yes, sometimes	Yes	No	Yes, sometimes

CVE I 2
Revised

FEDERAL LAW AND DEFINITION
for
COOPERATIVE VOCATIONAL EDUCATION

Public Law 98-524--October 19, 1984

The Carl Perkins Vocational Education Act of 1984--P.L. 98-524 was signed into law by President Reagan on October 19, 1984. At the time of this revision the Rules and Regulations have not been published.

Please contact the State Division of Vocational Education, 650 West State Street, Boise, Idaho 83720 for information regarding the impact of this legislation on cooperative education programs.

"DEFINITION"

Public Law 98-524
Section 521
"(7)" The term 'cooperative education' means a method of instruction of vocational education for individuals who, through written cooperative arrangements between the school and employers, receive instruction, including required academic courses and related vocational instruction by alternation of study in school with a job in any occupational field, but the two experiences must be planned and supervised by the school and employers so that each contributes to the student's education and to his or her employability. Work periods and school attendance may be on alternate half days, full days, weeks, or other periods of time in fulfilling the cooperative program.

FUNDING FOR COOPERATIVE EDUCATION

Cooperative education programs in Idaho are funded through the regular reimbursement process in the same manner as other occupational programs. Cooperative education is an instructional plan; therefore, any program that utilizes training stations as an integral component of the instructional plan receives cooperative education funding. These programs must utilize formal contracts or training agreements with industry in order to be considered a bona fide offering.

A cooperative program is less expensive than a regular program because industry provides the equipment which the school must otherwise provide. Release time for the coordinator is a major factor to a successful program. No additional funding is provided as there are no additional costs. All funds provided are considered cooperative funds for those programs offering this type of instruction.

There is no set-aside pool of funds for cooperative education. Rather, the major emphasis for funding is determined by the type of instruction utilized in the program. In this manner, Idaho can fund as many cooperative programs as there are operating in the state without the potential of exhausting the pool of funds which ordinarily would have been set aside for this purpose. Funding does not become a stumbling block for operating cooperative education programs. The only criteria becomes the essentials of successful program operation; those of training plans, training agreements, and a qualified teacher-coordinator.

DEFINITION OF TERMS

Introductory Statement

A variety of terms are used, some synonymously, to describe various aspects of cooperative vocational education. Although some terms are defined in the Idaho standards for secondary and postsecondary cooperative education (see Exhibits A and B), a more comprehensive listing is presented below.

Advisory Committee: A group of local people, who are specialists, selected from a specific trade or occupation, appointed to advise the school on matters pertaining to teaching the particular occupation. Generally, the committee should include an equal number of representatives of labor and management.

Advisory Council: A group of persons, usually from outside the field of education, selected because of their knowledge and expertise in certain areas to advise educators regarding vocation program content and effectiveness.

Career Development: A lifelong process involving a series of experiences, decisions, and interactions, which, taken cumulatively, results in the formulation of a viable self concept and provides the means through which that self concept can be implemented both vocationally and avocationally.

Career Education: The total effort of public education and the community to help all individuals become familiar with the values of a work-oriented society, to integrate such values into their personal value systems, and to implement those values into their lives in such a way that work becomes possible, meaningful, and satisfying to each individual.

Cooperative Plan: An organizational pattern of instruction which prepares student-trainees for gainful employment by alternating periods of school-based instruction with periods of planned occupational experiences in bona fide training agencies. Alternation may be on a half-day, daily, weekly, or monthly basis or in any other regular time period.

Cooperative Method: The means by which an organized sequence of on-the-job learning experiences to develop competencies related to each student's occupational interest is correlated with classroom instruction.

Cooperative Vocational Education: An instructional plan which combines learning experiences gained through regularly scheduled supervised employment in the community and vocationally oriented in-school instruction.

Coordination: The process of integrating into a harmonious relationship the administrative, organizational and instructional activities of the vocational program and directing them toward a common purpose. Coordination involves a range of activities. In addition to the prime activity of coordinating instruction in the school and at the training station, coordination may also include, but is not limited to, student recruitment and orientation, survey of employers, organization and work with advisory committees, parent consultation, evaluation (follow up), report writing, and sponsorship of student organization activities.

Coordinator (Cooperative Vocational Education): A member of the school staff responsible for administering cooperative vocational education and resolving problems that arise between the school regulations and the training station activities of the employed student. The coordinator acts as liaison between the school and employers in programs utilizing the cooperative method. (See Teacher-Coordinator and Coordination)

Counselor, Guidance: An experienced and trained person who helps another individual in self-understanding and realizing the opportunities available to them in particular. A counselor should also be able to help another individual make adjustments, decisions, and choices in the light of that persons unique characteristics, and to initiate a course of training in harmony with career selection. Such planned experiences are brought about through group and/or individual conferences making full use of available resources.

Director of Vocational Education (Local): The educational administrator charged by the local board of education with the responsibility for developing, planning, and implementing vocational education in a local school system.

Employer: One who provides the training facility for a student who is legally employed part-time and from whom the student receives compensation.

Evaluation Report: A formalized instrument to measure progress and achievement in relation to training plan components and other factors that indicate a point-in-time assessment of student competencies, attitudes and maturity. It is recognized as one means for evaluating performance at the training station.

Extended Campus: The extended campus concept is a provision in which the school may use community facilities such as the local community college for an extension of a specific educational program. The instructor and students move from the local school to the extended campus facilities for the instruction. Actual instruction may be given by qualified personnel at the facility under the direct supervision of the instructor and high school credit may be given depending upon the situation.

Follow-Up Report: Usually a composite short-term or long-term report of former students indicating their present employment status or other present commitments (education, military, homemaking). More sophisticated follow-up studies seek to assess the effectiveness of the cooperative training experience to the student's present situation. Individual follow-up information is usually maintained in a student's record file.

Internship (Community College): Internship is an instructional program which provides for the on-the-job practice of competencies already learned in an in-school situation.

Occupational Objective: An occupational goal, selected by the student, the preparation for which is the purpose of the student's vocational instruction.

On-The-Job Training: Instruction in the performance of a sequentially planned task given a student-learner by the employer during the usual working hours of the occupation. Wages must be paid and comply with Federal and State Minimum Wage Laws. In addition, learning experiences at the training station comprise both the application of the theory of and the technical skill aspects of the learning situation, and/or the proper character, attitude and personality development of the student learner as general goals of the training situation at the training station.

Placement Coordinator: A person who provides local leadership to plan and initiate placement services.

Placement Services or Placement Activities: A series of coordinated activities for students planning further education or seeking part-time or full-time employment either for additional education, for on-the-job training or for learning a living.

Preparatory Instruction: Instruction preparing students for full or part-time employment. Also serves to prepare student to enter, adjust, and advance in an occupation.

Related Vocational Instruction: In-school courses specifically designed to improve personal and social skills, provide needed basic education (remedial), and/or develop relevant occupational skills and knowledges. The course should be regularly scheduled, should complement the learning experiences at the training station, and should be planned and developed to meet the specific needs of the individual student. The content of this course should consist of the theory of the occupational skill, the specific related information, and the general related instruction necessary to achieve personal success in the world of work.

Special Cooperative Education (Vocational Education Act): Programs shall emphasize learning experiences at the training station based on individual needs. Programs that project new concepts for those students whose needs cannot be served by regular cooperative programs receive priority attention. Program examples are as follows: Early School Leaver (ESL), Work Experience and Career Exploration (WECEP), Handicapped, and Secondary Work Experience Programs (SWEP).

State Advisory Councils: Members shall be appointed for three-year terms by the Governor or elected State board. Majority of members shall not be educators or administrators in the field of education. Membership is to include one or more persons representing management; labor; agriculture; industrial and economic development agencies; community and junior colleges; other postsecondary institutions; special knowledge of vocational education, but not involved in administration; vocational programs in comprehensive secondary schools; nonprofit private schools; vocational guidance and counseling; State correctional institutions; local level vocational teacher; local level superintendent or administrator; local school board member; State Manpower Services Council; disadvantaged; women with experience in employment and training programs, with knowledge of sex discrimination in job training and employment and sex stereotyping in vocational education, including minority women with knowledge of racial discrimination; handicapped; general public; vocational students. The Council shall advise the State Board on development of five-year plan and annual program plan and accountability report, and advise on policy matters arising out of the administration of programs. The Council shall evaluate programs, services, and activities, and publish and distribute. The Council shall submit to the Commissioner and National Advisory Council, through the State Board, an annual evaluation report, accompanied by such comments of the State Board as the board deems appropriate.

State Plan: The document submitted by the State Board for Vocational Education to the U.S. Office of Education describing the state's vocational education program. Includes policies followed by the state in maintaining, extending, and implementing existing programs and establishing new programs to meet the intent of the Vocational Education Acts. Prerequisite for receiving federal funds under the Acts.

Steering Committee: This committee is usually temporary in nature and is designed to give an advisory "yes" or "no" reply to the question, "Shall we start a program in Cooperative Education in our school system?" This reply is sought after proper and adequate orientation to the goals and objectives of the program.

Student-Trainee (Student Learner & Student Worker): A student enrolled in cooperative vocational education and legally employed part-time and so classified by the Wage and Hour and Public Contracts Divisions of the U.S. Department of Labor for wage and hour regulation purposes.

Survey, Community: A fact-finding study of socio-economic conditions and resources, community agencies, industries, business, farming, institutional practices, problems and practices of families, etc., as they exist at a given time in a given community. It is generally used by the school as a guide in revising school offerings to meet local needs.

Survey, Occupational: A form of occupational census, taken by personnel trained to determine the number of qualified employee in a designated occupation in a specified geographic or economic area and to evaluate the need for increasing or limiting the numbers available for employment in the occupations surveyed.

Teacher-Coordinator (Cooperative Vocational Education): A member of the local school staff who teaches technical and related subject matter to students preparing for employment and coordinates classroom instruction (related classroom) with learning activities at the training station. The coordinator is also responsible for the evaluation procedures of the program. (See Coordinator)

Training Agency (Station): The establishment where a student-trainee is employed and where he/she receives on-the-job training under the supervision of the employer and/or training sponsor.

Training Agreement: The form completed at the time of initial placement. It should include student information, training station data, employment parameters (such as: amount of beginning wage, average hours of employment per week, length of employment, etc.), specific responsibilities of parents, student, employer, teacher-coordinator, and their signatures of agreement. The training agreement may be cancelled with just cause and prior notification of parties.

Training Plan: A format for delineating, for each student, the learning experiences and tasks to be undertaken at the training station, often paralleled with classroom units of instruction. The training plan, cooperatively determined, usually becomes a part of the training agreement.

Training Profile: Lists competencies needed on the job and forms an evaluation device to be utilized by the student, coordinator, and employer, in periodic and final assessment of a student's on-the-job performance.

Training Sponsor: The person in a business organization who is designated to supervise and train a student-trainee during the student's on-the-job experience. The sponsor works directly with the teacher-coordinator.

Training Station: The establishment providing learning experience for the student learner. (See Employer and Training Agency)

Vocational Counseling: Assistance to individuals in making vocational choices and clarifying vocational goals. It often involves testing and interpretation of aptitudes, interests, personality facts, and admission policies and requirements of schools for further training.

Vocational Education: Organized educational programs which are directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation for a career requiring other than a baccalaureate or advanced degree.

Vocational Student Organizations: Organizations for students enrolled in vocational education programs, with national, state and local units, the activities of which are an integral part of the instructional program.

Work Study (Vocational Education Act): A program designed to provide part-time employment for youths who need the earnings from such employment to continue their vocational training on a full-time basis. The program does not involve any formal organized instruction, and is not to be confused with cooperative vocational education. Students are to be employed in non-profit institutions.

ACRONYMS

Introductory Statement

Letters that you may see but not understand are called acronyms. Below are a few capitalized letter groupings that individuals say and print, but do not often explain.

Vocational Student Organizations:

AIASA	American Industrial Arts Student Association
DECA	Distributive Education Clubs of America Delta Epsilon Chi (postsecondary division of DECA)
FBLA	Future Business Leaders of America
FFA	Future Farmers of America
FHA/HERO	Future Homemakers of America/Home Economics Related Occupations
HOSA	Health Occupations Students of America
NPASO	National Postsecondary Agricultural Student Organization
OEA	Office Education Association
VICA	Vocational Industrial Clubs of America

Professional Organizations: (Refer to Professional Organizations, Section VIII, for others)

AVA	American Vocational Association
IVA	Idaho Vocational Association

Governmental Programs/Agencies:

DOE	Department of Employment
DOL	Department of Labor
JTPA	Jobs Training Partnership Act
LEA	Local Education Agency
SBVE	State Board for Vocational Education
SDVE	State Division of Vocational Education
TJTC	Targeted Jobs Tax Credit
USDOE	United States Department of Education United States Department of Employment
USOE	United States Office of Education (Now the USDOE above.)

Cooperative Education Terms:

ADA	Average Daily Attendance
CBE	Competency Based Education
Coop	Cooperative Education Abbreviation
Co-op	Cooperative Education Abbreviation
CVE	Cooperative Vocational Education
FTE	Full-Time Equivalent
LACVE	Local Advisory Council for Vocational Education
NACVE	National Advisory Council for Vocational Education
OJT	On-the-Job Training
SACVE	State Advisory Council for Vocational Education
TA	Training Agreement
TC	Teacher-Coordinator
TP	Training Plan
TS	Training Station (most common) Training Sponsor

Publications:

OOH	Occupational Outlook Handbook
DOT	Dictionary of Occupational Titles

Research Associations:

ERIC	Educational Resources Information Center
NCRVE	National Center for Research in Vocational Education
SOICC	State Occupational Information Coordinating Committee

EXPERIENTIAL EDUCATION PROGRAMS

Experiential education is a type of program in which students are provided with work experience as part of their education. Descriptions of major experiential education programs follow.

Program: Career education

Description: Career education is a program that delivers the skills and knowledge needed for exploring, understanding, and performing various life roles--student, worker, family member, and citizen. Although career education technically is not an experiential learning program, career education activities often include work-study programs.

Objectives: The program is to provide students with--

- activities designed to increase self-awareness;
- activities designed to increase career awareness;
- opportunities to develop skills in career decision-making;
- career planning and placement services.

Target Population: Kindergarten through adults

Program: Cooperative education (Higher Education Act of 1965, as amended by P.L. 96-374)

Description: Cooperative education is an educational approach that provides alternating or parallel periods of classroom study and supervised public or private employment in which (1) a written training agreement is completed between an institution of higher education, a student, and an employer; (2) a work experience related to the student's academic study or career goals is provided; (3) the rotation between academic study and work is planned and supervised to further the student's education and employability; and (4) students ar employed and compensated in conformity with federal, state, and local laws.

Objectives: The program is to provide students with--

- employment related to their academic programs;
- the opportunity to earn all or part of their educational expenses;
- off-campus experiences that enrich their educational programs;
- credit toward graduation (in some institutions).

Target Population: Students enrolled in postsecondary education (at least half-time) as degree candidates

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Program:	Cooperative vocational education (Vocational Education Act of 1963, as amended by the Education Amendments of 1976, P.L. 94-482)
Description:	Cooperative education is a program of vocational education for persons who, through written cooperative arrangements between the school and employers, receive instruction, including required academic courses and related vocational instruction by alternation of study in school with a job in any occupational field. These two experiences must be planned and supervised by the school and employers so that each contributes to students' education and employability. Work periods and school attendance may be scheduled on alternate half days, full days, weeks, or other periods of time.
Objectives:	The program is to provide students with-- • an opportunity to learn occupational skills and practical knowledge; • an opportunity to acquire positive work attitudes and interpersonal skills; • credit toward graduation.
Target Population:	Secondary and postsecondary vocational-technical education students

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Program:	Experience-Based Career Education (EBCE)
Description:	Experience-based career education is a program that utilizes community resources as alternative classrooms for comprehensive secondary education.
Objectives:	The program is to provide students with-- • opportunities to develop social skills; • opportunities to develop academic and basic skills; • opportunities for career exploration; • credit toward graduation.
Target Population:	Secondary Students

Program: Industry-sponsored cooperative education

Description: Industry-sponsored cooperative education consists of postsecondary programs sponsored by industry in which students alternate between periods of study and related work experience within the company (usually for a period of from six weeks to a semester).

Objectives: The program is to provide students with--

- practical experience;
- opportunities to learn company practices, policies, and procedures;
- an income;
- credit toward graduation.

Target Population: Postsecondary students

Program: Internships

Description: Internships are work experiences required in professional degree (or certificate) programs.

Objectives: The program is to provide students with--

- opportunities to apply knowledge and skills learned in the classroom;
- opportunities to fulfill professional degree or certification requirements;
- occupational skills;
- credit toward graduation.

Target Population: Higher education students in professional degree programs

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Program: Vocational work-study (Vocational Education Act of 1963, as amended)

Description: Vocational work-study is a vocational education financial assistance program that provides public sector work experience.

Objectives: The program is to provide students with--

- financial assistance for obtaining vocational training;
- opportunities to obtain work experience.

Target Population: Full-time vocational education students who are at least fifteen and less than twenty-one years of age

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Program: Work experience (paid)

Description: Paid work experience is a school-sponsored and supervised employment program. Students are placed in either the public or private sector, but not necessarily in jobs related to their career interests. Enrollment in a vocational education program is not required.

Objectives: The program is to provide students with--

- opportunities to develop positive attitudes about work, school, and society;
- opportunities to develop interpersonal skills;
- an opportunity to earn an income;
- an alternative to the traditional school program;
- credit toward graduation.

Target Population: Secondary students

Program: Work experience (public sector employment and training program)

Description: Public sector work experience is a short-term, usually part-time work assignment with a public or nonprofit agency.

Objectives: The program is to provide students with--

- work experience;
- the incentive to remain in or return to school;
- opportunities to develop skills;
- opportunities to develop positive attitudes toward work.

Target Population: Economically disadvantaged youth between the ages of fourteen and twenty-one

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Program: Work Experience and Career Exploration Program (WECEP)

Description: The WECEP is a school-supervised and administered program that includes part-time work in the public or private sector.

Objectives: The program is to provide students with--

- an incentive to remain in school;
- an incentive to improve their performance in school;
- opportunities to develop positive attitudes toward work;
- opportunities to develop occupational skills;
- opportunities to develop interpersonal skills;
- credit toward graduation.

Target Population: Fourteen- and fifteen-year-olds who are potential high school dropouts

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Program: Work observation (unpaid work experience)

Description: Work observation is a school-sponsored and supervised program in which students are placed with one or more employers for a short period of time. Students are not compensated.

Objectives: The program is to provide students with--

- exposure to business and industry;
- an opportunity to enhance their career development;
- an opportunity to develop a realistic understanding of the world of work;
- credit toward graduation.

Target Population: Secondary and postsecondary vocational-technical students

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Program: Work release programs

Description: A work release program is one in which students either are dismissed from school during the school day or are scheduled for a reduced program of class so that they can work. School supervision is normally not provided. Work release programs are technically not part of the school curriculum.

Objectives: The program is to provide students with--

- an opportunity to earn money;
- an incentive to remain in school.

Target Population: Secondary students

SECTION II

COOPERATIVE EDUCATION ESTABLISHMENT

CONTENTS

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GUIDELINES FOR ESTABLISHING A COOPERATIVE EDUCATION PLAN

This section of the handbook provides help for the initial planning for and establishment of a cooperative plan. A number of suggested forms and other "helps" are included in this section, following the narrative. Underlining in the narrative indicates that a form, letter, or other "help" is available following the narrative.

Needs Assessment

Long-range planning is a prerequisite to the success of any cooperative education plan, whether it be the first cooperative plan in an institution or the adding of a plan to another department in an institution. Planning begins with preliminary surveys of students, parents, school board members, guidance personnel, faculty of the educational system, and leaders of the employing community. Local education officials must first determine if a cooperative training plan is needed in the area. Critical questions that must be considered might include:

1. What are the needs of the students and how will their needs be assessed?
2. To what extent will a Cooperative Plan be supported by students, parents, and the employing community?
3. To what extent are training facilities available?
4. To what extent are community student employment services meeting the needs of students?
5. Will strong administrative support be provided?
6. What is the general school philosophy and is the philosophy of cooperative education compatible?
7. Will strong faculty support be provided?
8. What will be the cost of implementing the plan?
9. What will be the cost of operating the plan?
10. What are the sources available to pay for the estimated costs of the plan?
11. What qualifications must a teacher-coordinator exemplify?
12. What factors characteristic of successful cooperative plans are already in operation?

Cost Analysis

Studies have indicated that a cooperative education plan need not cost more than a regular classroom program since much of the training takes place in the business community. The cooperative plan provides a vital part of a student's education and the benefit in student personal growth can more than justify the dollar amounts invested in this portion of the total curriculum. A budget sheet (see 10N, Exhibit C), describing the operational costs of the plan, might include the following:

1. Coordinator's Salary
2. Extended Contract
3. Secretarial Assistance (optional)
4. Travel Expenses
5. Equipment
6. Instructional Materials and Supplies
7. Office Space

From Idea to Reality!

Ideally, a year or more may be required to study the needs of the institution and community. The following timeline suggestions will serve as a guide for education officials and teachers who have been delegated the responsibility of establishing a cooperative plan. The timeline will need to be adjusted to fit local education agency and community needs.

September - Preplanning and Awareness

1. Read and become familiar with all aspects of cooperative education.
2. Secure permission from all necessary LEA officials to investigate the need.
3. Contact the Division of Vocational Education, Len B. Jordan Building, 650 West State Street, Boise, Idaho 83720. Inform the supervisor for Planning and the respective discipline supervisor(s) of your interest in cooperative education. Obtain a copy of the 10N New Program Proposal Form (secondary). (See Exhibit C) To add a cooperative education option to an already existing postsecondary program is a local decision. Formal proposal need not be submitted and approved through SDVE. Ask for assistance pertaining to guidelines, request forms, and budget requests.
4. Obtain permission to organize a steering committee made up of selective business, education, labor, industry, students, and parent representatives. Members should be appointed by the administration via a written invitation.

October - Determine Need & Feasibility

1. Organize a steering committee meeting, at which time the following points are emphasized:
   - A. Function of committee (temporary).
   - B. Responsibilities of the committee.
   - C. Objectives of proposed cooperative vocational education.
   - D. Proposed plan of action.
2. Conduct a student survey to determine student needs and interests.
3. Conduct a local occupational/community survey to determine the number and types of training stations available and interested in the cooperative plan. (Training Station planning is explained in Section V, "Establish and Maintain Training Stations.")

October - Determine Need & Feasibility (continued)

4. If the decision to start a cooperative plan is affirmative, an advisory committee should be appointed. (Detailed information pertaining to advisory committees can be found in Section III, "Management and Administration of Cooperative Education.")

November - January - The Nitty-Gritty!

1. Research and prepare proposals, including budget. Anyone desiring to establish a cooperative plan must apply to the State Division of Vocational Education. The proper form to use is Form 10N (secondary).
2. Submit letter of intent to appropriate State Supervisor by January 15.
3. Action should be taken by the administration to select a vocationally certified teacher-coordinator or to verify the qualifications of an already employed vocational instructor. (Certification requirements and characteristics of a teacher-coordinator are discussed in Section III, "Management and Administration of Cooperative Education.")
4. Submit the required proposal.

February 15 - Deadline for submitting Form 10N.

March - April - The Waiting Game

1. After final approval is received, the teacher-coordinator counsels, interviews, and pre-enrolls prospective student-learners.
2. Execute a comprehensive public relations program.

May - August - Finalize all plans for the coming year.

1. Arrange for related classroom facilities.
2. Requisition textbooks, reference books, and supplies.
3. Develop related instruction outlines.
4. Arrange with employers for placement of students at training stations.
5. Hold orientation sessions for prospective students, parents, and employers.

September - After School Begins

1. Teach related instruction class.
2. Help students organize a vocational student organization chapter and plan chapter activities.
3. Organize permanent advisory committee(s).
4. Perform coordination duties.
5. Acquaint fellow teachers and other interested individuals with the cooperative plan.
6. A continuing public relations program should be kept in operation for the LEA and community.

EXHIBIT C

Directions for completing the Request for New Secondary Vocational Education Program, form 10N.

General Directions

There is no specific form for the request other than to prepare a response to each item provided in the following directions. A separate sheet will be completed for both the equipment list and the budget. A course outline is also required to be submitted along with the narrative. The remainder should be submitted in typewritten form with a response provided to each topic addressed and numbered exactly as presented in this package.

A cover sheet has been provided which must be stapled to each request proposal. Two copies of each request for a new program are to be submitted to the Planning Office. A complete package will include the following:

1. Cover Sheet
2. Program Narrative
3. Equipment and Tool List
4. Budget Sheet
5. Course Outline

Other components needed but not required at the time of request submission include:

1. Teacher Certification Forms
2. Reference Text Listing
3. Suggested Instructional Materials or Textbooks List

Do not wait until an instructor is hired to prepare a course outline or select an advisory committee. Use existing state guides to develop the course outline and utilize the advisory committee to develop equipment lists and to provide the necessary input to program operation. Several excellent competency based curriculum guides are available. Program supervisors can assist you in obtaining a copy to use in developing your curriculum.

Preparing the Narrative

Respond to each of the items described on the following page. State the heading and number each exactly as they are presented here. Provide as much information as you feel is adequate. Do not submit survey forms or other documentation but have it available for a supervisor if needed.

Time Line

To be completed by February 15.

10/80

1. Program Need

Describe community, industry, or specific conditions which determined that the program was needed. Include manpower data and other indicators of occupational demand for graduates.

2. Program Purpose and Goals

Describe the program purpose and list the major goals that the course outline was designed to accomplish. Submit a separate detailed course outline along with this form.

3. Program Description

Describe the basic program operation in terms of teacher FTE, contact hours, daily schedule, and program length. If the program involves cooperative education, describe the coordinating schedule established for a cooperative program instructor.

4. Enrollments

Provide estimated enrollments for the initial year of operation.

Seniors __________ Sophomores __________ Other __________
Juniors __________ Freshman __________

5. Advisory Committee

Provide a list of advisory committee members, describing their position, title, or area of responsibility in industry, ethnic background and other required data. Use the advisory handbook for a complete description of requirements. This must be included before the program is approved.

6. Community/Student Input

Describe the type of student and community input requested and provided and the results of any surveys conducted which would justify enrollment data.

7. Support Services

Describe what support services, equipment, facilities, etc. are available in the district/school to provide counseling services and to provide assistance for disadvantaged and handicapped students.

8. Facilities

Describe the facilities for housing the program and any plans for improving or remodeling them. Be certain to describe the accessibility of the facilities for handicapped students.

9. Tools and Equipment

Describe the tools and equipment a) available and b) required to operate the program. Provide a cost estimate of the tools and equipment on the budget sheet. Attach a separate list for tools and equipment.

10. Student Organization

Describe the student organization activities planned.

10/80

FORM 10N

REQUEST FOR A NEW SECONDARY VOCATIONAL EDUCATION PROGRAM

School ______________________ District Number ____________

Program Title ____

Date Submitted ________________

Submitted by ____________________________
Signature of Superintendent

Send two copies of this program request to:

Planning Supervisor
Idaho State Board for Vocational Education
650 West State Street
Boise, Idaho 83720

STATE OFFICE USE	
__ Approved __ Disapproved ______________________ Supervisor Date	Comments ______________________ ______________________ ______________________ ______________________ ______________________ ______________________ ______________________
__ Approved __ Disapproved Board Action Date __________	
Program Code # __________ Program ID # __________	

10/80

FORM 10N

REQUEST FOR A NEW SECONDARY VOCATIONAL EDUCATION PROGRAM

School ______________________ District Number ____________

Program Title ________________________________

Date Submitted ________________

Submitted by ____________________________
Signature of Superintendent

Send two copies of this program request to:

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STATE OFFICE USE

__ Approved __ Disapproved ______________ ______________ Supervisor Date	Comments ______________________ ______________________ ______________________ ______________________ ______________________ ______________________ ______________________
__ Approved __ Disapproved Board Action Date __________	
Program Code # __________ Program ID # __________	

SCHOOL ______________________

BUDGET SHEET

Form 10N

	Total Cost	LEA Contribution	Budget* Request	Budget** Approved
1. SALARIES				
Total				
2. TRAVEL				
Total				
3. EQUIPMENT				
Total				
4. INSTRUCTIONAL MATERIALS AND SUPPLIES				
Total				
5. OTHER EXPENSE				
Total				
GRAND TOTAL				

BUDGET JUSTIFICATION MUST BE ATTACHED

* Total Cost minus LEA (Local Education Agency) Contribution equals Budget Request.
** To be completed by State Office.

SCHOOL________________________

BUDGET SHEET

Form 10N

	Total Cost	LEA Contribution	Budget* Request	Budget** Approved
1. SALARIES				
Total				
2. TRAVEL				
Total				
3. EQUIPMENT				
Total				
4. INSTRUCTIONAL MATERIALS AND SUPPLIES				
Total				
5. OTHER EXPENSE				
Total				
GRAND TOTAL				

BUDGET JUSTIFICATION MUST BE ATTACHED

* Total Cost minus LEA (Local Education Agency) Contribution equals Budget Request.
** To be completed by State Office.

CONDUCT A SURVEY OF THE COMMUNITY

As a means of establishing a basis for program development in a part-time cooperative arrangement, a survey should be made of the community.

I. Initial steps for making a community survey.

   A. Have a plan
      1. Define and limit the scope of the study.
      2. Determine the immediate objective.
      3. Analyze the problem.
      4. Organize a plan for conducting the observation.
      5. Prepare an outline of attack on the problem.
      6. Secure data by use of a questionnaire, plus personal interview.

II. Survey objectives: The need of the local community for part-time cooperative training as determined by:

   A. Employment situations
      1. Climate or other seasonal influences.
      2. Stability of employment.
      3. Degree of skill required in different job classifications.
      4. Wage policies.
      5. Labor conditions and probable effect on CVE program.
      6. Proximity of training stations to the institution.
      7. Transportation facilities.

   B. Classification of training stations as to types
      1. Trade and Technical
      2. Business and Office
      3. Agriculture
      4. Marketing
      5. Health
      6. Home Economics
      7. Multi-Occupations
      8. Special Needs

   C. Course content that will meet training needs

   D. Social attitudes and customs of community

   E. Occupational analysis
      1. Number of persons employed.
      2. Number of high school or postsecondary graduates employed.
      3. Number of students already working in part-time jobs.
      4. Number of new employees required each year by these occupations.
      5. How many positions could be made available that could be filled by trainees in a cooperative part-time program.
      6. What time of day, week, or season do the firms have greatest need for employment.
      7. Degree of skill needed or demanded in the various job opportunities.

8. Job analysis of available jobs.
    a. Age requirements
    b. Quality of service to be rendered
    c. Hours to be employed
    d. Breakdown of the exact duties expected or required
    e. Promotion possibilities
    f. Average wage scale of daily working schedule

F. Uses of the results of the survey
1. Basis for integration of institution and community.
2. Basis for teacher employment and professional improvement.
3. Basis for improvement of course content, teaching and coordination methods and techniques.
4. Provides basis for purchase of proper classroom equipment.
5. As a guide for counseling, guidance and placement program.
6. Provides for increased flexibility of program.
7. Trends in employment opportunities can be indicative of program expansion.
8. Lays foundation for organization and administration of an adult program.
9. Improvement of institution and community public relations relative to vocational education.

FEASIBILITY STUDY LETTER
(EXAMPLE)

October 15, 1985

Mr. X. C. Somebody, President
ZY Company
870 South 1900 West
Your City, ID 84000

Dear Mr. Somebody:

The (name of educational institution) is presently investigating the feasibility of establishing Cooperative Vocational Education Programs as part of the high school and postsecondary curriculums.

The purpose of cooperative vocational education programs is to help students make their transition between school life and the world of work by combining meaningful on-the-job training experience with related in-school classroom instruction.

A program of cooperative vocational education requires the active support of the business people in our community to assist students in job training for occupations they have chosen. (Your school district or institution) is conducting a survey to determine the number of business people willing to participate in such a program. Will you please fill out the enclosed questionnaire and return it to me as soon as possible. If you have any questions, please call (representative) at (phone number). A self-addressed, stamped envelope is enclosed for your reply.

Sincerely,

(Teacher-Coordinator)

(Superintendent/President)

(Chairperson, Advisory Committee)

(Principal/Vocational Dean/Director)

EG:sk

Enclosures

CVE II 7

FEASIBILITY STUDY
for ESTABLISHING a COOPERATIVE VOCATIONAL EDUCATION PROGRAM

Name of Business ______________________________

Nature of Business ______________________________

Address of Business ______________________________

Name of Owner ______________ Telephone Number ____________

Name of Person Completing Survey __________ Position ____________

Business Hours: From ________ To ________ Business Days __________

Number of Employees on a Full-Time Basis ______________________

Approximate Annual Labor Turnover ______________________

Range of Beginning Salaries ______________________

Educational Background Required of New Employees ______________

Special Skills or Attitudes Required of Employees ______________

Do you employ students still enrolled in school? Yes ______ No ______

Would you consider hiring students who are enrolled in a high school cooperative education program? Yes ______ No ______

Do you administer entrance tests for employees? Yes ______ No ______

What means do you use to find new regular and part-time employees?

______ Private Employment Agencies
______ Local Manpower Centers
______ Recommendations of Friends or Other Business People
______ Applications received from individuals who come in from the street.
______ School Personnel

Please list types of jobs for student workers that would be available in your business.

Thank you for your time and effort in the completion of this survey. In the event that you might have any questions, or would like to discuss the survey or the employment of student workers, you may reach me at the address below.

(Name)

(Address)

STUDENT SURVEY COVER LETTER
(EXAMPLE)

October 15, 1985

Student
123 North Senior
Your City, ID 84000

Dear (Student):

What are your plans for the coming year? What are your plans for the next five years?

(Your school/institution) and the (local school) district are developing a program to assist you in making career plans that will affect your future. For this reason, groundwork is being laid to offer a Cooperative Vocational Education Program with related class-work and training in various career areas.

The purpose of this letter is to request your cooperation in a survey of students to determine the feasibility of establishing a Cooperative Vocational Education Program in our school. Will you please complete the enclosed questionnaire and return it to me in room _________ within three weeks from the above date. Thank you.

Sincerely,

____
Teacher/Coordinator

____
Superintendent/Dean/Director

EG:sk

Enclosure

STUDENT OCCUPATIONAL SURVEY

Student's Name ____________________ Birth Date __________ Age ____

_____ Junior _____ Sophomore _____ Male _____ Female H.R. No. _____

1. Have you ever been employed? _____ Yes _____ No

2. Are you working now? _____ Yes _____ No

3. If number 1 or 2 is yes, please give the type or kind of employment.

   ____

   ____

4. Do you plan on part-time employment next school year? ____ Yes ____ No

5. If your answer to number 4 is yes, would you be interested in attending classes for three periods in the morning, getting out of school at noon, working part-time in the afternoon, getting paid at least minimum wage for working, and also receiving two high school credits for working?
   _____ Yes _____ No

6. If your answer to number 5 is Yes, check the occupational area in which you are interested:

   a. ______ AG (Agricultural Occupations) Includes occupations related to all phases of agriculture, including farming and ranching, agricultural mechanics, agribusiness, forestry, and horticulture.

   b. ______ HE (Home Economics Related Occupations) Includes occupations related to the various home economics fields, such as child care, care of the elderly, food preparation, textiles and clothing design and manufacture, etc.

   c. ______ HO (Health Occupations) Includes occupations in medical fields such as in dentists' offices, hospitals, nursing homes, doctors' offices, psychiatric clinics, etc. Jobs available include: dental assistants, nurses' aides, orderlies, health aides, medical assistants, respiratory therapy assistants, rehabilitation aides, etc.

   d. ______ ME (Marketing Education) Includes occupations in retail, wholesale, and service establishments, such as, department stores, grocery stores, hotels and motels, gift shops, banking, specialty stores, shoe stores, etc. Jobs available include sales personnel, cashiers, sales attendants, stockkeeping, display, advertising, etc.

e. _____ BE (Business and Office) Can accept only seniors who have had two or more business classes including typewriting. Other classes could be machine office practice, recordkeeping, shorthand, accounting, typewriting II, etc. Includes jobs in banks, insurance companies, school district offices, state government offices, and private businesses. Jobs include clerks, clerk-typists, file clerks, switchboard operators, mail clerks, cashiers, and office machine operators.

f. _____ TT (Trade, Industrial & Technical) Includes occupations in all phases of industry, such as automobile trades, technicians, draftsman, building trades, communication trades, metal, printing, etc.

g. _____ MO (Multi-Occupations) Coordination of classroom instruction to on-the-job training experiences. Supervised on-the-job training activities in agriculture, marketing and distribution, business and office, vocational homemaking, special vocational needs, health occupations, and trade and industrial education occupational areas.

h. _____ SN (Special Needs Education) Helps to develop the skills, knowledge, and attitudes of handicapped or disadvantaged individuals necessary to be employable and/or to seek further education and training.

7. Are you aware that if you enter one of the above programs you will receive assistance in getting a job? _____ Yes _____ No

CVE II 11

STUDENT INTEREST SURVEY
(SECONDARY)

I. PERSONAL DATE ____________

Name ____

Address ____

Date of Birth ____________ Telephone ____________ Grade ______

Grade Level ____________ Social Security No. ____________

Father's Name (or Guardian) ________________________

Mother's Name (or Guardian) ________________________

Father's Occupation ____________ Mother's Occupation ____________

II. EDUCATION AND FUTURE PLANS

High School Major ________________________________

Plans After Graduation ________________________________

Are you interested in preparing for an ______ occupations career?

_____ Yes _____ No _____ Undecided

The Cooperative Program is a program in which the student attends school part of the day and works in a business part time. Would you be interested in participating in this program?

_____ Yes _____ No _____ Undecided

If yes, would you be able to provide your own transportation? _______
Would you like additional information about the Cooperative Program?

_____ Yes _____ No

List the ______ subjects you have completed: ________________

____

List the ______ subjects you are presently taking: ________________

____

List the ______ subjects you plan to take your senior year: ________

____

List your extracurricular activities: ________________

____

List additional ______ subjects you would like to see offered: ______

____

III. EMPLOYMENT EXPERIENCE AND PLANS

A. List any previous employment:

1. Name of Employer ________________________________
2. Responsibilities ________________________________

B. Are you presently employed: _____ Yes _____ No

If yes, name of employer ________________________________

SECTION III

MANAGEMENT and ADMINISTRATION of COOPERATIVE EDUCATION

CONTENTS

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Cooperative Vocational Education Organizational Chart.....III 2
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ADMINISTRATIVE ROLES

MANAGEMENT AND ADMINISTRATION OF A COOPERATIVE EDUCATION PLAN

Cooperative education should be an integral part of the educational system. The purpose of the plan is to provide vocational training for students who want to enter, adjust, and advance in an occupational area. When implementing such a plan, administration should be considered a key factor in a successful cooperative vocational education plan. A brief summary of some suggested roles that administration might undertake to aid the plan are as follows: (See Exhibits A and B)

1. Schedule to accommodate the cooperative education related class and on-the-job experience.
2. Schedule students into related class.
3. Cooperate with the coordinator in selection of prospective students and in making the students records available.
4. Make provisions for assemblies and other public relations activities.
5. Visit CVE classroom.
6. Visit training stations with the coordinator.
7. Request an itinerary, for the coordinator, be left with the office.
8. Facilitate the procurement of related instructional material.
9. Request a regular report from the coordinator and discuss the report with the coordinator.
10. Provide adequate time for the coordinator's visitations to training stations.
11. Serve as a resource person.
12. Provide adequate classroom and office space with reliable telephone communication.
13. Know what the coordinator is doing.
14. Disseminate professional literature and information from the SDVE in regard to funding, meetings, and program changes.

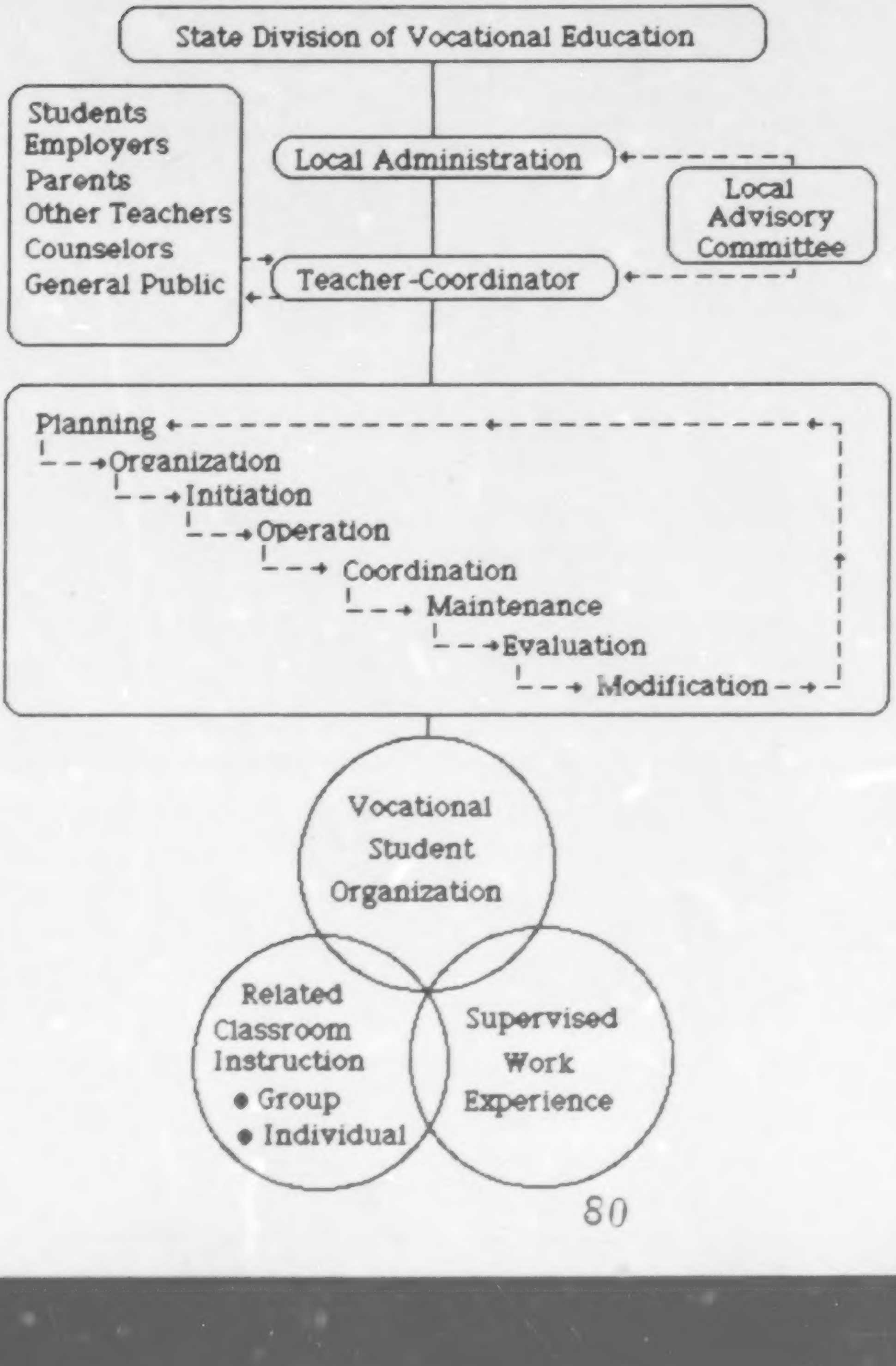
THE TEACHER-COORDINATOR

The teacher-coordinator is the driving force of the entire cooperative vocational education program. Teacher-coordinators are members of the local school staff who teach related subject matter to students preparing for employment and coordinate classroom instruction with on-the-job training or with occupationally oriented learning activities of students. They are responsible for the cooperative vocational education program in the institution.

Experience and statistics indicate that most businesses succeed or fail on the basis of personnel. Likewise, the teacher-coordinator is vital to the successful operation of a cooperative vocational education program. The teacher-coordinator is in a direct line of relationship to the local school administration.

A list of essential tasks can serve as a guideline to be used by teacher-coordinators. Regardless of the type of program involved, timelines are a valuable asset to a teacher-coordinator. The following pages contain a modified list of essential tasks and timelines that could be used in implementing and operating a cooperative educational plan.

IDAHO
COOPERATIVE VOCATIONAL EDUCATION
ORGANIZATIONAL CHART


State Division of Vocational Education
Students
Employers
Parents
Other Teachers
Counselors
General Public
Local Administration
Local Advisory Committee
Teacher-Coordinator
Planning
Organization
Initiation
Operation
Coordination
Maintenance
Evaluation
Modification
Vocational Student Organization
Related Classroom Instruction
• Group
• Individual
Supervised Work Experience

TEACHER-COORDINATOR COMPETENCY AREAS

PROGRAM PLANNING, DEVELOPMENT, AND EVALUATION

ESSENTIAL TASKS	TIMELINES											
	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL
ADMINISTRATION												
1. Submit ideas for expansion, revision, or modification of current program as prescribed by the district.	X	X	X	X	X	X	X	X	X	X	X	
2. Work with the school officials in developing suitable and appropriate procedures for the program.	X	X	X	X	X	X	X	X	X	X	X	
3. Review planning and evaluation methods and procedures utilized during the past year.	X	X	X	X	X	X	X	X	X	X	X	
4. Collect student occupational interest data through application forms and interviews.						X	X	X	X	X	X	
5. Provide input into the local one- and five-year identification and development plan for vocational education.	X	X	X	X	X	X	X	X	X	X	X	
6. Help assure that the occupations for which training is to be offered in the vocational education program is based on employment opportunities and student interests. Consult with various government manpower agencies such as JTPA (Job Training Partnership Act), Idaho Employment Service and Division of Vocational Rehabilitation.	X	X	X	X	X	X	X	X	X	X	X	
7. Identify the competencies needed for employment into an occupation.	X	X	X	X	X	X	X	X	X	X	X	
8. Develop standards for student performance goals as specified in the training plan.	X	X	X									
9. Assess the relevancy of course offerings.	X	X	X	X	X	X	X	X	X	X	X	
10. Assess the adequacy of the facilities and equipment and make recommendations for changes and improvements.						X	X	X	X	X	X	

ESSENTIAL TASKS	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL
11. Participate in the plan for follow-up of students on a one, three, and five year basis.		X	X	X								
12. Secure suggestions in establishing standards for training station selection, occupational competencies, and needs in skills and knowledge of trainees assuring that all are free of sex bias.	X	X	X	X	X	X	X	X	X	X	X	
13. Work cooperatively with guidance staff, employers, teachers, and school support staff to determine the reason for a student dropout of cooperative education.		X	X	X	X	X	X	X	X	X	X	
14. Review supervisory evaluation reports for assessing cooperative education and obtaining feedback.	X	X	X	X	X	X	X	X	X	X	X	
15. Plan the Advisory Committee meetings for the school year, agenda, keep minutes, and write report.		X				X				X		
16. Orient the Advisory Committee members to their role and function.		X				X				X		
17. Collect occupational data from employers to identify needs.	X	X	X	X	X	X	X	X	X	X	X	
18. Exchange observational visits, innovations, and ideas with other teachers.	X	X	X	X	X	X	X	X	X	X	X	
19. Participate in experimental and other data collecting activities.	X	X	X	X	X	X	X	X	X	X	X	
20. Invite resource persons who can provide consultation service to attend Advisory Committee meetings.		X				X				X		
21. Consult the local Idaho Employment Service Office to obtain information on manpower trends and needs.	X	X	X						X	X	X	
GUIDANCE												
1. Have students complete cooperative vocational education applications and arrange for personal interviews.					X	X	X	X	X	X		

ESSENTIAL TASKS	TIMELINES											
	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL
2. Conduct individual interview with students interested in and desiring a cooperative vocational education experience.						X	X	X	X	X		
3. Consult with counselors, administrators, and teachers about students entering cooperative vocational education.	X	X				X	X	X	X			
4. Orient students and interested parents to all facts of cooperative vocational education including: expectations, policies, procedures, evaluation, and all other pertinent aspects.	X	X					X	X	X	X		
5. Help each student adjust to the work environment as well as make necessary personal adjustments.	X	X	X	X	X	X	X	X	X	X	X	
6. Analyze student's cumulative records and learn as much as possible about each student's background and environment to provide the most meaningful learning experiences assuring that all vocational options remain open.	X	X	X	X	X	X	X	X	X	X		
7. Confer with a student and possibly the parents regarding the student's educational and personal development.	X	X	X	X	X	X	X	X	X	X		
8. Confer with the guidance counselor for administration and interpretation of personality, aptitude, intelligence, and interest inventories tests for specific students.		X	X	X	X	X	X	X	X	X	X	
9. Confer with parents, trainees, teachers, and administrators regarding any discipline problem or disciplinary action.	X	X	X	X	X	X	X	X	X	X	X	
10. Counsel with students having problems in classes and try to help them identify and solve the problems.		X	X	X	X	X	X	X	X	X		
11. Help students to rearrange class schedules, if needed.	X	X	X	X		X	X					

ESSENTIAL TASKS	TIMELINES											
	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL
12. Work with counselors or individually provide assistance for students in realistic career planning and decision-making based on student's interests and abilities.	X	X	X	X	X	X	X	X	X	X	X	
13. Meet periodically with individual trainees to discuss performance, progress, problems, and career plans.	X	X	X	X	X	X	X	X	X	X	X	
14. Make parental contact as needed and keep anecdotal record in student's file.	X	X	X	X	X	X	X	X	X	X		
15. Refer students to the guidance counselor and other specialists, if necessary.		X	X	X	X	X	X	X	X	X		
16. Work with other teachers to help students expand their scope of development or with individual problems.		X	X	X	X	X	X	X	X	X		
17. Have available and present to students information on occupational opportunities, post-high school training, and other educational opportunities.	X	X	X	X	X	X	X	X	X	X	X	
18. Maintain an open-door policy for student consultation.	X	X	X	X	X	X	X	X	X	X	X	
19. Assist in scheduling students for the program and providing special assistance as needed.	X	X	X	X	X	X	X	X	X	X	X	
20. Help students reassess their career goals and commitments.	X	X	X	X	X	X	X	X	X	X	X	
21. Plan and execute orientation day activities for students in 7th through 11th grade.	X					X	X					
22. Assist students in securing and in filling out applications for employment, scholarships, educational loans, or college admission.	X	X	X	X	X	X	X	X	X	X	X	
23. Write letters of recommendation for students seeking employment or admission to institutions for further education.	X	X	X	X	X	X	X	X	X	X	X	

ESSENTIAL TASKS	TIMELINES											
	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL
24. Assist graduates or seniors in preparing for interviews with potential employers.	X	X	X	X	X	X	X	X	X	X	X	
25. Develop student work-related characteristics so that they may be successfully employed.	X	X	X	X	X	X	X	X	X	X	X	
26. Conduct home visitations and/or parental conferences to assist in the development of each student.	X	X	X	X	X	X	X	X	X	X	X	
VOCATIONAL STUDENT ORGANIZATIONS												
1. Develop a plan for the local organization.	X	X	X							X	X	
2. Acquaint prospective members with the purposes, activities, and values of the organization.	X	X							X	X	X	
3. Orient students to the organizations.	X	X	X									
4. Assist in the election and installation of officers.		X	X									
5. Coordinate vocational student organization activities with instructional activities.		X	X	X	X	X	X	X	X	X		
6. Assist students in developing a yearly program of activities.		X	X	X								
COORDINATION												
1. Locate, analyze, and evaluate training stations and keep a list on file.	X	X	X	X	X	X	X	X	X	X	X	X
2. Observe new practices, equipment, and materials when visiting student training stations.	X	X	X	X	X	X	X	X	X	X	X	X
3. Visit the training stations to observe students, talk to them, and show interest in their activities. Also discuss work habits, attitudes, and proficiency of trainee with training sponsor.	X	X	X	X	X	X	X	X	X	X	X	X

ESSENTIAL TASKS	TIMELINES											
	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL
4. Identify the training sponsor at prospective training stations who can provide training appropriate to student's interest, capabilities, and goals.	X	X	X	X	X	X	X	X	X	X	X	X
5. Make sure the safety provisions are followed regarding the facilities and equipment at training stations.	X	X	X	X	X	X	X	X	X	X	X	X
6. Assist the cooperating employer in verifying the legality of employing a student-learner in a hazardous occupation.	X	X	X	X	X	X	X	X	X	X	X	
7. Assist the student in employment training orientation.	X	X										
8. Assist the cooperating employer's personnel in accepting the training status and role of the student-learner.	X	X	X	X	X	X	X	X	X	X	X	
9. Encourage the training sponsor to follow a progression of experiences for the student-learner.	X	X	X	X	X	X	X	X	X	X	X	X
10. Assist the student-learner in the solution of problems related to training station learning experiences.	X	X	X	X	X	X	X	X	X	X	X	X
11. Follow termination procedures from the training station for the student-learner as conditions require.	X	X	X	X	X	X	X	X	X	X	X	X
12. Assess the student-learner's performance with the training sponsor and other training station personnel.	X	X	X	X	X	X	X	X	X	X	X	X
13. Obtain suggestions from the training sponsor to guide the selection of related class instruction.	X	X	X	X	X	X	X	X	X	X	X	X
14. Evaluate qualifications of prospective training station.	X	X	X	X	X	X	X	X	X	X	X	X
15. Determine federal and state wage and hour classification of the prospective training station.	X	X	X	X	X	X	X	X	X	X	X	

	ESSENTIAL TASKS	TIMELINES											
		AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL
16.	Assist the training station in acquiring a federal permit to pay a training wage if requested.	X	X										
17.	Conduct job performance evaluations at least once per quarter and record in student-learner files.				X		X		X			X	
18.	Make initial calls on businesses which may be potential training stations and sell them on the idea of providing a training station.	X	X	X	X	X	X	X	X	X	X	X	X
19.	Keep a daily log of coordination calls and activities and prepare monthly report for the administration.	X	X	X	X	X	X	X	X	X	X	X	X
20.	Arrange special work assignment projects or simulation exercises for students in the program but not employed at regular training stations.		X	X	X	X	X	X	X	X	X	X	
21.	Place assigned students in training stations free of sex bias and appropriate to student's interests, plans, and abilities.	X	X	X	X	X	X	X	X	X	X	X	
22.	Relocate students to a different training station (according to program policy and procedure) when the student loses employment or other circumstances indicate the desirability of a station change.	X	X	X	X	X	X	X	X	X	X	X	X
23.	Communicate with training sponsors regarding student-employer-employee disagreements, relationships, and problems at the training station. Personal conferences are desirable.	X	X	X	X	X	X	X	X	X	X	X	X
24.	Complete a training agreement for each trainee approved by the employer, training sponsor, student, and teacher-coordinator.	X	X	X	X	X	X	X	X	X	X	X	
25.	Cooperatively develop and follow a systematic training plan with each student, training sponsor, and/or employer.	X	X	X	X	X	X	X	X	X	X	X	

ESSENTIAL TASKS	TIMELINES											
	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL
26. Develop a rating form and the procedure that is acceptable to the training sponsor, student, and employer for evaluating the student's performance at the training station.	X									X		
27. Arrange appointments for student interviews with potential training sponsors. Prepare students for interview and follow-up.	X	X	X	X	X	X	X	X	X	X	X	
28. Inform training sponsor regarding the federal and state laws relating to employment of minors and vocational education students.	X	X	X	X	X	X	X	X	X	X	X	
29. Help establish procedures and criteria for admission to the various types of programs utilizing the cooperative method.									X			
30. Gather student-learner data (e.g., test results, records, grades) in order to provide more meaningful instruction.	X	X	X	X	X	X	X	X	X	X	X	
31. Approve training station hours and wages for student-learners.	X	X										
32. Arrange school and work schedules with student-learners, faculty, and training station personnel.	X	X	X	X	X	X	X	X	X	X	X	
33. Aid student-learners in procuring required work permit.	X	X										
34. Develop time schedules for effective training station visitation.	X											
35. Maintain the student-learner's records for training station learning experiences and related instruction.	X	X	X	X	X	X	X	X	X	X	X	
36. Examine the student-learner's records to determine future training station experiences and related classroom assignments.	X	X	X	X	X	X	X	X	X	X	X	

ESSENTIAL TASKS	TIMELINES											
	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL
37. Control student-learner absenteeism from school and at the training station.	X	X	X	X	X	X	X	X	X	X	X	
38. Complete the daily coordination activity report.	X	X	X	X	X	X	X	X	X	X	X	

TEACHER-COORDINATOR CHARACTERISTICS

The selection of the proper teacher-coordinator is of extreme importance. the success or failure of a cooperative education program rests almost entirely on the abilities, imagination, creativity, education, work experience, and willingness put forward by the teacher-coordinator to make the program a success. The coordinator should express enthusiasm for the cooperative program and an attitude of sincere interest in the students, employers, and community.

In addition to these qualities, the teacher-coordinator should:

- Be educationally qualified and certificated.
- Present a professional image.
- Communicate effectively with all facets of the community.
- Be well organized.
- Have a background of work experiences.
- Work well with students, administrator, and other school staff.
- Have the ability to interpret and communicate laws related to cooperative vocational education programs and state and federal regulations.
- Have a good knowledge of the business community.
- Be self-motivated.

TIME MANAGEMENT

Time-Management Overview

Regardless of the number of books you read on the subject of time-management, or how many workshops you attend, the key principle can be summarized in one brief sentence, "Spend your time on the things that are most important!" What the many books and workshops try to develop are techniques for implementing this simple principle.

For your effective time-management, you need to find the time-management system that works best for you. There are many available. Keep in mind that there are really two considerations in planning your time:

> Committed time--appointments, faculty meetings, classes to teach, etc. In other words, activities that must be completed at a specific time (and/or date).
>
> Uncommitted time--all the rest of your time that is available to work on all those other things you have to do.

Find a time-management instrument that allows you to do both types of planning, committed, and uncommitted. In order to make maximum use of your time, try to reduce the committed time to the very minimum.

In order to make sure you spend your uncommitted time on the most important objectives, make a "things-to-do" list each day, and work on the tasks in the order of their importance. Cross each item off as it is completed and make a new list the next day.

One suggested exception to the above categories--block a minimum amount of time (i.e., 15-30 minutes) each day to clear your desk of little items that need to be done and only require a few minutes each. This would include opening and reading mail, brief correspondence, phone messages, daily attendance reports, etc.

A time-management system is only effective if you adhere to it. For a periodic refresher, read a book or magazine article on time-management. The end result of good time-management is greater effectiveness. And being more effective will make your job more enjoyable and rewarding.

On the following page is a sample time-management form which you may find helpful, along with a sample of "things to do" items throughout the year.

CVE III 14

"Time*Manager"

DAY:

DATE: / /

APPOINTMENTS

√	Time	Person	P

√	LETTERS TO WRITE	P

√	ITEMS TO GET	P

√	LONG-RANGE GOALS	P

PHONE CALLS TO MAKE

√	Person	Number	P

√	THINGS TO DO	P

√ - check when done

P - priority - A/B/C

AUGUST-SEPTEMBER

Stress advantages of participating.

Explain how the CVE Program works.

- Types of students
- Hours a week
- Rate of pay
- Relationships to coordinator and student
- Time and red tape involved
- Credits
- Curriculum overview
- School rules

Integration of Vocational student organization.

Discuss Labor Laws involved.

Interpret school policies.

Introduce techniques of supervision.

- Induction
- Morale

Go over content of orientation unit.

- Classwork application
- Progress on the job

Review production report and its purpose.

Plan vocational student organization Program of Work.

OCTOBER-NOVEMBER-DECEMBER

Discuss follow-up as a technique of supervision.

Go over contents of unit(s) being studied.

- Classwork application
- Progress on the job

Review use and purpose of progress report.

Encourage evaluation by supervisor.

- Self evaluation
- Student evaluation

Go over content of unit(s) being studied through Christmas.

- Classwork application
- Progress on the job

Study ways student may develop on the job.

Discuss ways of seeing how student performs.

Use supervisor as guest trainer for part-time student-learner employees.

Interpret school policies regarding time off for CVE student-learner.

Carry out vocational student organization plans.

JANUARY-FEBRUARY-MARCH

Arrange downtown showing of CVE film.

Enlighten supervisor on club contests.

Review progress during the semester.

Retrain on progress report.

Start How-To-Train Class for supervisors.

Encourage attendance at employer-employee function.

Invite supervisor to cooperate in classroom activity.

Give public recognition to supervisor at Employer-Employee Banquet.

Retrain on practices needing adjustment.

Follow through on How-To-Train Class.

Point the way towards permanent employment of CVE student-learners.

Participate in District/State vocational student organization competition.

APRIL-MAY

Get overall evaluations.
- Of student
- Of training supervisor
- Of cooperative relationships

Clear the way for summer employment.
- Of CVE student-learners

Continue to build good relations between supervisor and coordinator.
Plan and prepare for next year's program.
Evaluate vocational student organization program of work.
Prepare End-of-Year Report

EXTENDED CONTRACTS

As a coordinator, you will have to spend at least part of your summer getting your students placed in their jobs. Obtaining student placements is just one of the vital reasons for starting a teaching assignment a month or so ahead of other teachers. Some districts provide summer work time stated as a number of hours. Others use an Extended Contract in terms of days. In any case, a coordinator should keep accurate records of all calls and visits and be able to document hours as needed.

In the State of Idaho, it is recommended that teacher-coordinators be employed at least two weeks longer than the regular school year. (See Exhibits A and B) This additional time is needed to perform necessary coordination activities, especially those required before the opening of school, such as: securing training stations, conducting program public relations activities, and preparing instructional materials. Depending upon a teacher's student load, more time might be required to complete the coordination activities. This time might be as much as twenty (20) days. A sample form for planning Extended Contract time is provided on the next page.

CVE III 18

School/Institution: ____________________
District: ____________________
Instructor: ____________________

One Copy to Dean/Director
One Copy To Supt./Principal
One Copy For Your File

PLANS FOR EXTENDED EMPLOYMENT

Week One - Date: _______________

MONDAY:

TUESDAY:

WEDNESDAY:

THURSDAY:

FRIDAY:

Week Two - Date: _______________

MONDAY:

TUESDAY:

WEDNESDAY:

THURSDAY:

FRIDAY:

TEACHER-COORDINATOR CERTIFICATION

In order to be approvable for reimbursement purposes, secondary and postsecondary teacher-coordinators must meet the approval standards in Idaho Certification Standards for Professional School Personnel. Occupational experience is required.

Applicants seeking Vocational Certification should write directly to the State Board for Vocational Education, Len B. Jordan Building, 650 West State Street, Boise, Idaho 83720, and request a copy of the most recent standards.

THE ADVISORY COMMITTEE

All Cooperative educators need an advisory committee. An advisory committee is designed to advise the teacher in the development and maintenance of local Cooperative Education plans. The committee acts in a consultative capacity and is responsible for making recommendations and suggestions to school authorities empowered to act upon the advice offered. The Board of Education remains the governing board and establishes policy.

Membership of Committee

The following considerations are important in selecting advisory committee members:

1. Experience: A committee member should have had recent, successful, first-hand practical experience in the occupational area which the committee is to serve.
2. Available Time: A committee member must be available for all meetings of the committee.
3. Type of Person: The person should be enthusiastic about the vocation. A committee member must be responsible, civic-minded, and cooperative. The most aggressive and ambitious person does not always make the best committee member nor does one concerned with only the selfish interests of a small group.
4. Community Representation: Membership must be representative of the employment community or area. Both men and women should serve on the committee. Community groups to be considered include:
    Employers
    Employees
    Vocational or Technical School Personnel
    Recent graduates of the program
    Parents
    Organized Labor
    Civic Clubs
    Professional Organizations
    Chamber of Commerce
    Press
    Job Service
    Business and Industry
    (Members may represent more than one group.)

Number of Members

The size of the committee should be decided by the local school program or district. A good rule of thumb is not less than three (3) and not more than twelve (12).

Length of Service

Members are generally invited to serve for three-year terms. Replacements should be staggered so there are always some experienced members left on the committee. One plan is to replace one-third of the members each year.

Appointment of Committee Members

The professional staff person who works most closely with an advisory committee should have the authority to select and/or recommend committee members. HOWEVER, FINAL AUTHORITY FOR APPROVAL OF APPOINTMENTS ALWAYS REMAINS WITH THE BOARD OF EDUCATION. A formal invitation to serve on an advisory committee should come from the Board or its designated representative (usually the Superintendent of Schools). An invitation to serve coming from the Superintendent of Schools lends an additional air of importance to the call. A sample letter asking individuals to serve on an advisory committee is provided in this section.

Number of Meetings

There is no generally accepted policy on the maximum number of meetings to be held each year. Meetings may be called at regular intervals or at times when it is felt that one is needed. Committees that are active and involved usually meet more frequently than those which are only formed to satisfy federal program requirements. Communicate with committee members between meetings to ensure that they are kept fully informed and up-to-date on what is happening in the program. Committees must meet at least twice each year.

Advisory Committee Functions

Effective advisory committees are needed in every major cooperative plan. They often have functions as follows:

1. To speak on behalf of employers and employees from specific occupational areas.
2. To serve as a communication channel between the school and occupational groups in the community.
3. To list the specific skills and suggested related and technical information for the program and courses required for entry into and promotion within a career area.
4. To advise on the type of skills, knowledges, and attitudes needed to prepare students for entering into a specific occupation.
5. To recommend physical facilities and types of equipment needed for a specific occupational program.
6. To make suggestions which will promote and assure the highest quality program.
7. To recommend standards of competency and achievement which are necessary for entry into employment and promotion within an occupational area.
8. To recommend competent personnel with appropriate educational, business, and industrial experience as potential instructors or administrators.

9. To assist with an evaluation of the program of instruction.
10. To suggest ways for improving the dissemination of program information to potential student and employers.
11. To assist in recruiting potential students, providing internships, and in locating appropriate jobs for qualified graduates.
12. To keep the school or college informed on current specific needs and changes in the labor market.
13. To provide a means for the school or college to inform the community of needed occupational programs.
14. To assess program needs in terms of the needs of the community.
15. To assist in long-term program planning.

For additional information on Advisory Committees, the Idaho State Board for Vocational Education and the Idaho Advisory Council on Vocational Education have published a handbook entitled Committee For Action. This handbook can be obtained from the State Division of Vocational Education, 650 West State Street, Boise, Idaho 83720.

STARTING AN ADVISORY COMMITTEE

Once the procedures for organizing an occupational advisory committee have been completed and the committee members appointed, steps must be taken to ensure that the advisory committee will begin to operate and continue to operate effectively. The teacher has a critical role to play in assisting the new advisory committee members as they begin to function as a committee. The teacher is the facilitator, the person who supplies the leadership to guide the committee through its initial stages of operation.

First Meeting

The first meeting of a newly organized or reorganized occupational advisory committee is perhaps the most important. This meeting establishes a climate for the successful operation of the advisory committee. During the meeting, the committee members will form initial attitudes about the potential effectiveness of the advisory committee, and feelings concerning their role as committee members.

The teacher should assume the leadership role for planning and conducting the first meeting. The meeting must be well planned and conducted in a businesslike manner. Procedures found to be most often associated with the formation of effective advisory committees should serve as a guide to the teacher.

The agenda for the first meeting should be carefully planned by the teacher and reviewed with the LEA administration. The meeting should be scheduled to last not more than one and one-half hours. The starting and ending times should be closely observed by the teacher.

The objectives of the first meeting need to be identified, and an agenda prepared that will accomplish the objectives. Usually, the first meeting is designed to:

- Provide an opportunity for the members and any ex officio members to become acquainted with each other.
- Demonstrate that the LEA administration recognized the importance of the committee and is committed to support the committee.
- Establish a procedure for the committee members to develop rules and regulations which will serve as a guide for continuing operation of the committee.
- Review the history of the program and its present role in the school system.
- Assist the committee members with identifying the need for an annual program of work for the committee.
- Establish a time, place, and date for the next meeting to be held at the earliest appropriate date.

Each member should be given the following items:

- A pad of paper and pencil.
- A copy of the meeting agenda.
- A list of advisory committee members with their addresses and telephone numbers.
- A copy of the advisory committee organizational procedures.
- A new file folder with a label attached containing the name of the individual, the name of the occupational advisory committee, and the name of the school/institution.

The teacher should serve as the temporary chairperson for the first meeting. The committee members need to become better acquainted and make plans to develop a set of rules of operation before the permanent chairperson is elected from the membership. Also, a temporary secretary will need to be appointed to serve during the first two meetings. It is appropriate to ask a committee member to serve as temporary secretary; often a member is asked to perform this task before the first meeting. The chairperson should summarize the results of the meeting and the plans for future meetings.

Second Meeting

A well-planned, professionally conducted first meeting will set the stage for a productive second meeting. The first meeting should have concluded with plans for a set of rules for the operation of the committee, and for an annual program of work for the committee. The second meeting provides the teacher with the opportunity to begin transferring leadership to the committee members. This is the meeting during which the committee starts to become operational.

The teacher must again prepare for the second meeting in much the same manner as for the first. This time, the teacher should meet with the ad hoc committee (a committee appointed for a particular purpose or circumstance) appointed to develop a set of rules for committee operation. The teacher should be prepared to suggest an area of concern for the committee to begin studying.

Usually, the ad hoc committee will have developed a proposed set of rules to be considered at the second meeting. A copy of the proposed rules should be included when the notice of the meeting and agenda are mailed to members. This will allow the committee members to do their "homework" before coming to the meeting.

The objectives for the second meeting need to be reflected in the proposed agenda. The following items are usually appropriate:

- Review the accomplishments of the first meeting.
- Adopt a set of rules for the operation of the committee.
- Appoint an ad hoc committee to prepare a slate of candidates for any positions identified in the rules for committee operation.
- Begin developing the first annual program of work for the committee by appointing an ad hoc committee.

- Identify areas of concern which the committee members will accept as their initial objectives.
- Set a time, place, and date for the next meeting; the next meeting should probably be held in about a month.
- Provide a second opportunity for the members to become better acquainted.

Third Meeting

By the third meeting of the advisory committee, the transfer of leadership from the teacher to the committee should be complete. The committee should elect its officers, as specified in the approved rules of operation. After the meeting, the teacher's role shifts from chairperson to consultant. However, the teacher will continue to serve as a facilitator, a key person in maintaining the smooth functioning of the committee.

The third meeting will generally focus upon developing a long-range annual program of work, and the committee will begin to work on the objectives identified at the previous meeting.

The teacher will also need to provide leadership in developing the first annual program of work. Once the committee becomes operational, the executive group will generally propose an annual program of work to the committee at the first meeting of each year.

ADVISORY COMMITTEE

Agenda Format

1. Call meeting to order (committee chairperson).
2. Take roll of members and guests present.
3. Read and accept minutes of previous meeting.
4. Review proposed agenda and accept additions or other changes.
5. Consider routine business matters such as announcements or reports.
6. Consider items of business most easily disposed of.
7. Consider major items of business, such as special items and program of work activities.
8. Plan for the next meeting.
9. Subcommittee meetings.
10. Adjourn meeting.

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LETTER OF REQUEST FOR ADVISORY COMMITTEE MEMBER
(SAMPLE)

Date

Ms. Erin Sumer
Personnel Manager
Name of Company
Your Town, ID 83300

Dear Ms. Sumer:

Because of your experience and demonstrated competency in the field of ______________ the Board of Education/Trustees of the ______________ School System/College, believes that you could perform a valuable service to the school and business community as a member of the (Committee Title) Advisory Committee of (Name of School/Institution).

An advisory committee is composed of outstanding business and civic leaders in the community and is directed toward achieving closer cooperation between business and education in providing vocational education opportunities and training for prospective students in our community.

We would appreciate it if you would give this invitation to serve your consideration and inform us of your decision in the next few days. Your acceptance of committee membership will greatly enhance our ______________ Vocational Program. You may reach me by calling ______________.

Sincerely,

Administrator/Superintendent
and/or
Chairperson of Advisory Committee

A/S:sk

LABOR LAWS

It is expected that the teacher-coordinator will be familiar with the laws which influence student-learners. The teacher-coordinator does not enforce the law, but should inform participating employers and administration when there is a violation.

Laws which apply to the cooperative program are: Child Labor, Wage and Hour, Social Security, Workman's Compensation, Civil Rights, Labor and Occupational Safety, and Health. There are other federal, state, and local laws which may apply.

When selecting training stations, be sure that they are suitable. A written training agreement should be drawn up and signed by all parties. By doing this, problems of violations will be avoided.

A file of all current laws in force should be maintained at all times. A copy of the laws should be given to the training station sponsor. This file must be updated each year as these matters change rapidly. Reference information for state and national laws is provided in this handbook.

Detailed information on Federal Labor Laws is available from:

The United States Department of Labor
Washington, D.C. 20210

Detailed information on all aspects of the Idaho Labor Laws is available from the Boise Office and the field offices of the Department of Labor and Industrial Services:

Idaho Department of Labor
and Industrial Services
STATEHOUSE
Boise, ID 83720
Phone: 334-2327

Idaho Department of Labor
and Industrial Services
P. O. Box 749
Nampa, ID 83651
Phone: 459-4666

Idaho Department of Labor
and Industrial Services
P. O. Box 1091
Sandpoint, ID 83864
Phone: 263-7121
Coeur d'Alene (Tuesday A.M.)
Phone: 667-6461
Lewiston (Thursday A.M.)
Phone: 746-0471

Idaho Department of Labor
and Industrial Services
c/o Department of Employment
286 South 3rd West
Mountain Home, ID 83647
Phone: 587-7911
(Tuesday Afternoon Only)

Idaho Department of Labor
and Industrial Services
P. O. Box 529
Twin Falls, ID 83301
Phone: 734-7550

Idaho Department of Labor
and Industrial Services
P. O. Box 4115
Pocatello, ID 83201
Phone: 232-5451
Idaho Falls (Thursday)
Phone: 523-9092

CVE III D

Handy Reference Guide to the Fair Labor Standards Act

U.S. Department of Labor
Employment Standards Administration
Wage and Hour Division

WH Publication 1282
Revised January 1981

EXHIBIT D

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The Fair Labor Standards Act establishes minimum wage, overtime pay, recordkeeping and child labor standards affecting more than 50 million full-time and part-time workers.

Basic Wage Standards

Covered non-exempt workers are entitled to a minimum wage of not less than $3.35 an hour beginning January 1, 1981 and should receive overtime pay at a rate of not less than one and one half times their regular rates of pay after 40 hours of work in a workweek.

Wages required by the Act are due on the regular pay day for the pay period covered. Deductions made from wages for such items as cash shortages, merchandise shortages, etc., are not legal to the extent they reduce the wages of employees below the minimum rate required by the Act or reduce the amount of overtime compensation due under the Act.

Hospitals and residential care establishments may adopt, by agreement with the employees, a 14-day overtime period in lieu of the usual 7-day workweek, if the employees are paid at least time and a half their regular rates for hours worked over 8 in a day or 80 in a 14-day work period, whichever is the greater number of overtime hours.

The Act contains some exemptions from these basic standards. Some apply to specific types of business; others apply to specific kinds of work.

While the FLSA **does** set basic minimum wage and overtime pay standards and regulates the employment of minors, there are a number of employment practices which the Act does **not** regulate. For example, the FLSA does **not** require:

- vacation, holiday, severance or sick pay
- rest periods, holidays off, or vacations
- premium pay for weekend or holiday work
- pay raises or fringe benefits
- a discharge notice, reason for discharge, or **immediate** payment of final wages to terminated employees

These and similar matters are for agreement between the employer and the employees or their authorized representatives.

Who Is Covered?

All employees of certain enterprises having workers engaged in interstate commerce, producing goods for interstate commerce, or handling, selling, or otherwise working on goods or materials that have been moved in or produced for such commerce by any person are covered by the Act.

A covered enterprise is the related activities performed through unified operation or common control by any person or persons for a common business purpose and is—

(1) engaged in laundering or cleaning of clothing or fabrics; or

(2) engaged in the business of construction or reconstruction; or

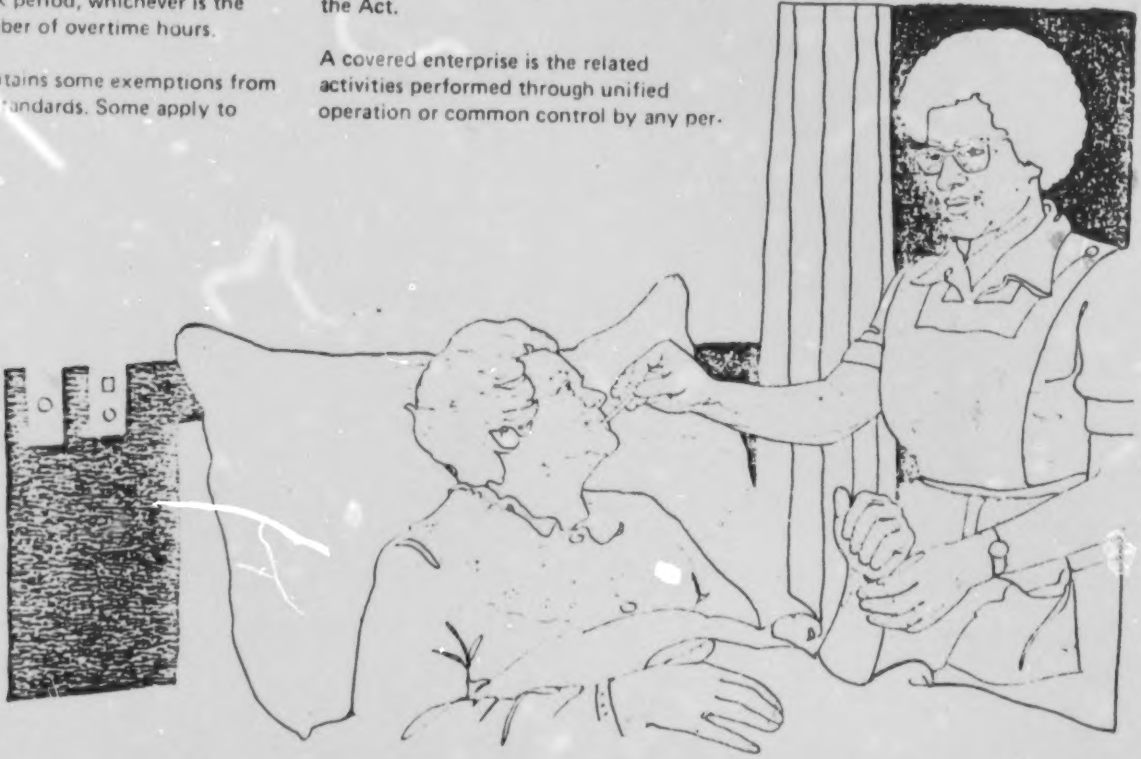
(3) engaged in the operation of a hospital: an institution primarily engaged in the care of the sick, the aged, the mentally ill or defective who reside on the premises; a school for mentally or physically handicapped or gifted children; a preschool, an elementary or secondary school; or an institution of higher education (regardless of whether or not such hospital, institution or school is public or private or operated for profit or not for profit); or

(4) comprised exclusively of one or more retail or service establishments (as defined in the Act) whose annual gross volume of sales or business done is not less than—

Beginning July 1, 1978
$275,000

Beginning July 1, 1980
$325,000

Beginning January 1, 1982
$362,500



Handy Reference Guide to The Fair Labor Standards Act

The Guide provides general information about the application of the Fair Labor Standards Act, as amended. It should not be considered in the same light as official statements of position contained in the regulations, interpretative bulletins, and other releases formally adopted by the Wage and Hour Division and published in the Federal Register. Copies of these publications and other information about the Act may be obtained free of charge from the Division's local offices.

Contents

Basic Wage Standards 2
Who is Covered 2
Tipped Employees 3
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Subminimum Wage Provisions 4
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(Any retail or service enterprise which had an annual gross volume of not less than $250,000 on June 30, 1978 and which later ceases to be a covered enterprise as a result of increases in this dollar volume test must continue to pay its employees at least the minimum wage in effect at the time of the enterprise's removal from coverage, as well as overtime in accordance with the Act.)

or

(5) any other type of enterprise having an annual gross volume of sales or business done of not less than $250,000

The dollar volume standard mentioned above in (4) and (5) excludes excise taxes at the retail level which are separately stated.

Federal employees are subject to the minimum wage, overtime, and child labor provisions of the Act. Employees of State and local governments are subject to the same provisions, unless they are engaged in traditional governmental activities. The Supreme Court has indicated that such traditional governmental activities include schools, hospitals, fire prevention, police protection, public health, parks and recreation.

Employees who are not employed in a covered enterprise may still be entitled to the Act's minimum wage, overtime pay, and child labor protections if they are individually engaged in interstate commerce. These include—

(a) communication and transportation workers;
(b) employees who handle, ship, or receive goods moving in interstate commerce;
(c) clerical or other workers who regularly use the mails, telephone, or telegraph for interstate communication or who keep records on interstate transactions;
(d) employees who regularly cross State lines in the course of their work; and
(e) employees of independent employers who perform clerical, custodial, maintenance, or other work for firms engaged in commerce or in the production of goods for commerce.

Domestic service workers such as maids, day workers, housekeepers, chauffeurs, cooks, or full-time baby sitters are covered if they (1) receive at least $50 in cash wages in a calendar quarter from their employer or (2) work a total of more than 8 hours a week for one or more employers.

Tipped Employees

Tipped employees are those who customarily and regularly receive more than $30 a month in tips. The employer may consider tips as part of wages, but such a wage credit must not exceed 40 percent of the minimum wage.

The employer who elects to use the tip credit provision must inform the employee in advance and must be able to show that the employee receives at least the minimum wage when direct wages and the tip credit allowance are combined. Also, employees must retain all of their tips, except to the extent that they participate in a valid tip pooling or sharing arrangement.

Employer-Furnished Facilities

The reasonable cost or fair value of board, lodging, and other facilities customarily furnished by the employer for the employee's benefit may be considered part of wages, if acceptance of the facilities is voluntary on the part of the employee.

Subminimum Wage Provisions

Learners and apprentices may, under certain circumstances, be paid less than the minimum wage, as well as full-time students in retail or service establishments, agriculture, or institutions of higher education. Special certificates issued by the Wage and Hour Administrator must be obtained by employers wishing to use these provisions.

Industry wage orders may set minimum rates below the generally applicable minimum wage under the Act for employees in Puerto Rico, the Virgin Islands, and American Samoa.

Workers who are aged or mentally or physically disabled and whose earning abilities are reduced may also be employed at rates below the minimum wage, under special certificates issued by the Administrator.

Exemptions

Some employees are excluded from the minimum wage or overtime provisions, or both, by specific exemptions. Because each exemption is narrowly defined under the law, an employer should carefully check its exact terms and conditions before applying it. The following examples are illustrative only and do not spell out the conditions for each. Detailed information is available from local Wage-Hour offices.

Exemptions from Both Minimum Wage and Overtime

Executive, administrative, and professional employees (including teachers and academic administrative personnel in elementary or secondary schools) and outside sales persons (as defined in the Division's regulations);

Employees of certain individually owned and operated small retail or service establishments not part of a covered enterprise;

Employees of certain seasonal amusement or recreational establishments, employees of certain small newspapers, switchboard operators of small telephone companies, seamen employed on foreign vessels, and employees engaged in fishing operations;

Farm workers employed by anyone who used no more than 500 man-days of farm labor in any calendar quarter of the preceding calendar year;

Casual babysitters and persons employed as companions to the elderly or infirm.

Exemptions from Overtime Provisions Only

Certain highly-paid commission employees of retail or service establishments; auto, truck, trailer, farm implement, boat, or aircraft salesworkers, or partsmen and mechanics servicing autos, trucks or farm implements, and who are employed by nonmanufacturing establishments primarily engaged in selling these items to ultimate purchasers;

Employees of railroads and air carriers, taxi drivers, certain employees of motor carriers, seamen on American vessels, and local delivery employees paid on approved trip rate plans;

Announcers, news editors, and chief engineers of certain nonmetropolitan broadcasting stations;

Domestic service workers residing in the employers' residences;

Employees of motion picture theaters; and farmworkers.

Partial Exemptions from Overtime

Partial overtime pay exemptions are provided for certain operations on agricultural commodities and for employees in certain bulk petroleum distribution.

Child Labor Provisions

The FLSA child labor provisions are designed to protect the educational opportunities of minors and prohibit their employment in jobs and under conditions detrimental to their health or well-being. The provisions include lists of hazardous occupation orders for both farm and nonfarm jobs declared by the Secretary of Labor as being too dangerous for minors to perform. Further information on prohibited occupations is available from local Wage-Hour offices.

Regulations governing youth employment in nonfarm jobs differ somewhat from those pertaining to agricultural employment. In nonfarm work, the permissible kinds and hours of work, by age, are:

18 years or older: any job, whether hazardous or not, for unlimited hours;

16 and 17 years old: any nonhazardous job, for unlimited hours;

14 and 15 years old: outside of school hours in various nonmanufacturing nonmining, nonhazardous jobs, under these conditions: no more than 3 hours on a school day, 18 hours in a school week, 8 hours on a nonschool day or 40 hours in a nonschool week. Also, work may not begin before 7 a.m., nor end after 7 p.m., except from June 1 through Labor Day, when evening hours are extended to 9 p.m.

Under a special provision, 14 and 15-year-olds enrolled in an approved Work Experience and Career Exploration Program (WECEP) may be employed for up to 23 hours in school weeks and 3 hours on school days (including during school hours).

Fourteen is the minimum age for most nonfarm work. However, at any age, youths may deliver newspapers, perform in radio, television, movie or theatrical productions, work for parents in their solely owned nonfarm business (except in manufacturing or on hazardous jobs), gather evergreens and make evergreen wreaths.

Permissible kinds and hours of work for youths employed in agriculture are:

16 years and older: any job, whether hazardous or not, for unlimited hours;

14 and 15 years old: any nonhazardous farm job outside of school hours;

12 and 13 years old: outside of school hours in nonhazardous jobs, either with parents' written consent or on the same farm as the parents;

Under 12 years old: jobs on farms owned or operated by parents or, with parents' written consent, outside of school hours in nonhazardous jobs on farms not covered by minimum wage requirements.

Local minors 10 and 11 years of age may work for no more than 8 weeks between June 1 and October 15 for employers who receive approval from the Secretary of Labor. This work must be confined to hand-harvesting short season crops outside school hours under very limited and specified circumstances prescribed by the Secretary of Labor.

Minors of any age may be employed by their parents at any time in any occupation on a farm owned or operated by their parents.

Recordkeeping

Employers are required to keep records on wages, hours and other items, as specified in the Division's recordkeeping regulations. Most of the information is of the kind generally maintained by employers in ordinary business practice and in compliance with other laws and regulations. The records do not have to be kept in any particular form and time clocks need not be used. With respect to an employee subject to both minimum wage and overtime pay provisions, the following records must be kept:

—Personal information, including employee's name, home address, occupation, sex, and birth date (if under 19 years of age)
—Hour and day when workweek begins
—Total hours worked each workday and each workweek
—Total daily or weekly straight-time earnings
—Regular hourly pay rate for any week when overtime is worked
—Total overtime pay for the workweek
—Deductions from or additions to wages
—Total wages paid each pay period
—Date of payment and pay period covered

Records required for exempt employees differ from those for nonexempt workers and special information is required on employees working under uncommon pay arrangements or to whom lodging or other facilities are furnished. Employers who have homeworkers must make entries in handbooks supplied by the Division.

Terms Used in the FLSA

Workweek

A workweek is a period of 168 hours during seven consecutive 24-hour periods. It may begin on any day of the week and any hour of the day established by the employer. For purposes of minimum wage and overtime payment, each workweek stands alone; there can be no averaging of two or more workweeks (except for hospital or nursing home employees on an "8 and 80" schedule or seamen on American vessels). Employee coverage, compliance with wage payment requirements and the application of most exemptions are determined on a workweek basis.

Hours Worked

Covered employees must be paid for all hours worked in a workweek. In general, "hours worked" includes all time an employee must be on duty, or on the employer's premises or at any other prescribed place of work. Also included is any additional time the employee is suffered or permitted to work.

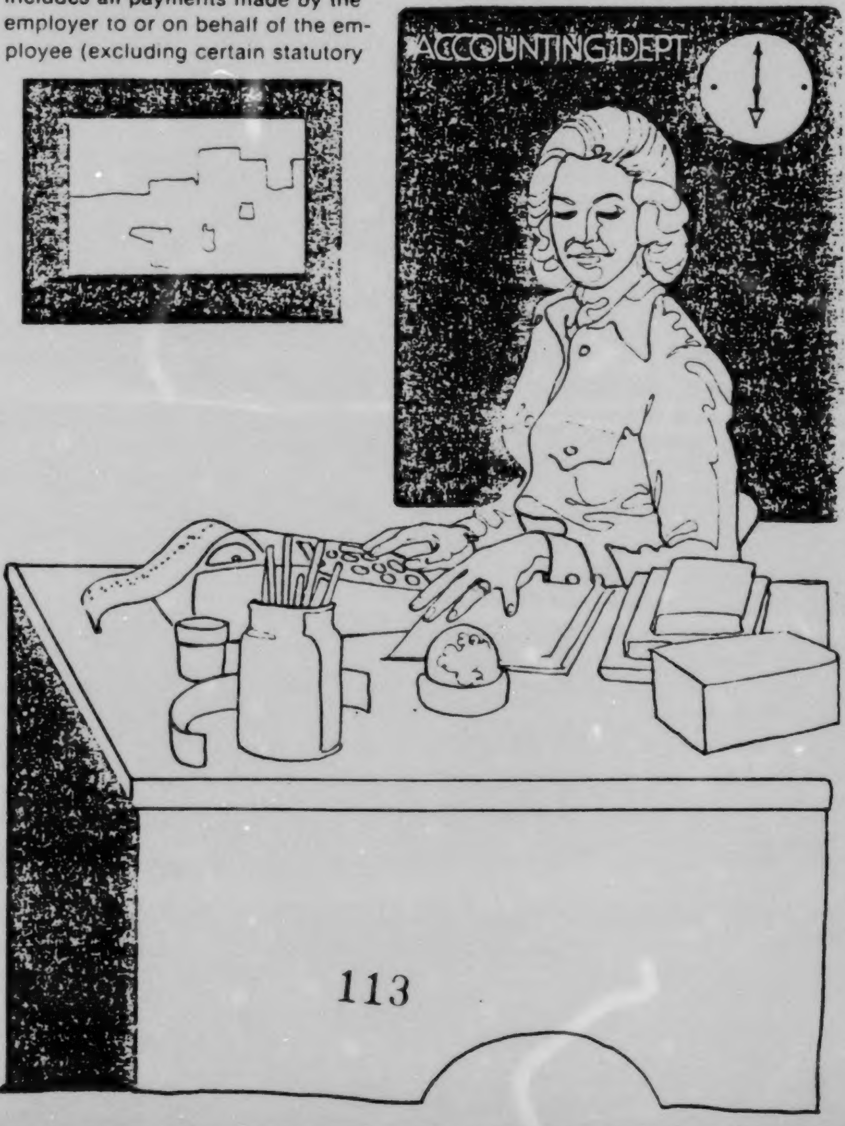
Computing Overtime Pay

Overtime must be paid at a rate of at least 1-1/2 times the employee's regular pay rate for each hour worked in a workweek in excess of the maximum allowable in a given type of employment. Generally, the regular rate includes all payments made by the employer to or on behalf of the employee (excluding certain statutory exceptions). The following examples are based on a maximum 40-hour workweek:

1. Hourly rate (regular pay rate for an employee paid by the hour). If more than 40 hours are worked, at least 1-1/2 times the regular rate for each hour over 40 is due.

Example: An employee paid $3.80 an hour works 44 hours in a workweek. The employee is entitled to at least 1-1/2 times $3.80, or $5.70, for each hour over 40. Pay for the week would be $152 for the first 40 hours, plus $22.80 for the four hours of overtime — a total of $174.80.

2. Piece rate. The regular rate of pay for an employee paid on a piecework basis is obtained by dividing the total weekly earnings by the total number of hours worked in the same week. The



employee is entitled to an additional 1/2 times this regular rate for each hour over 40, besides the full piecework earnings.

Example: An employee paid on a piecework basis works 45 hours in a week and earns $162. The regular pay rate for that week is $162 divided by 45, or $3.60 an hour. In addition to the straight time pay, the employee is entitled to $1.80 (half the regular rate) for each hour over 40.

Another way to compensate pieceworkers for overtime, if agreed to before the work is performed, is to pay 1-1/2 times the piece rate for each piece produced during overtime hours. The piece rate must be the one actually paid during non-overtime hours and must be enough to yield at least the minimum wage per hour.

3. Salaries — the regular rate for an employee paid a salary for a regular or specified number of hours a week is obtained by dividing the salary by the number of hours for which the salary is intended to compensate.

If, under the employment agreement, a salary sufficient to meet the minimum wage requirement in every workweek is paid as straight time for whatever number of hours are worked in a workweek, the regular rate is obtained by dividing the salary by the number of hours worked each week. To illustrate, suppose an employee's hours of work vary each week and the agreement with the employer is that the employee will be paid $200 a week for whatever number of hours of work are required. Under this pay agreement, the regular rate will vary in overtime weeks. If the employee works 50 hours, the regular rate is $4 ($200 divided by 50 hours). In addition to the salary, 1/2 the regular rate, or $2 is due for each of the 10 overtime hours, for a total of $220 for the week. If the employee works 54 hours, the regular rate will be $3.70 ($200 divided by 54). In that case, an additional $1.85 is due for each of the 14 overtime hours, for a total of $225.90 for the week.

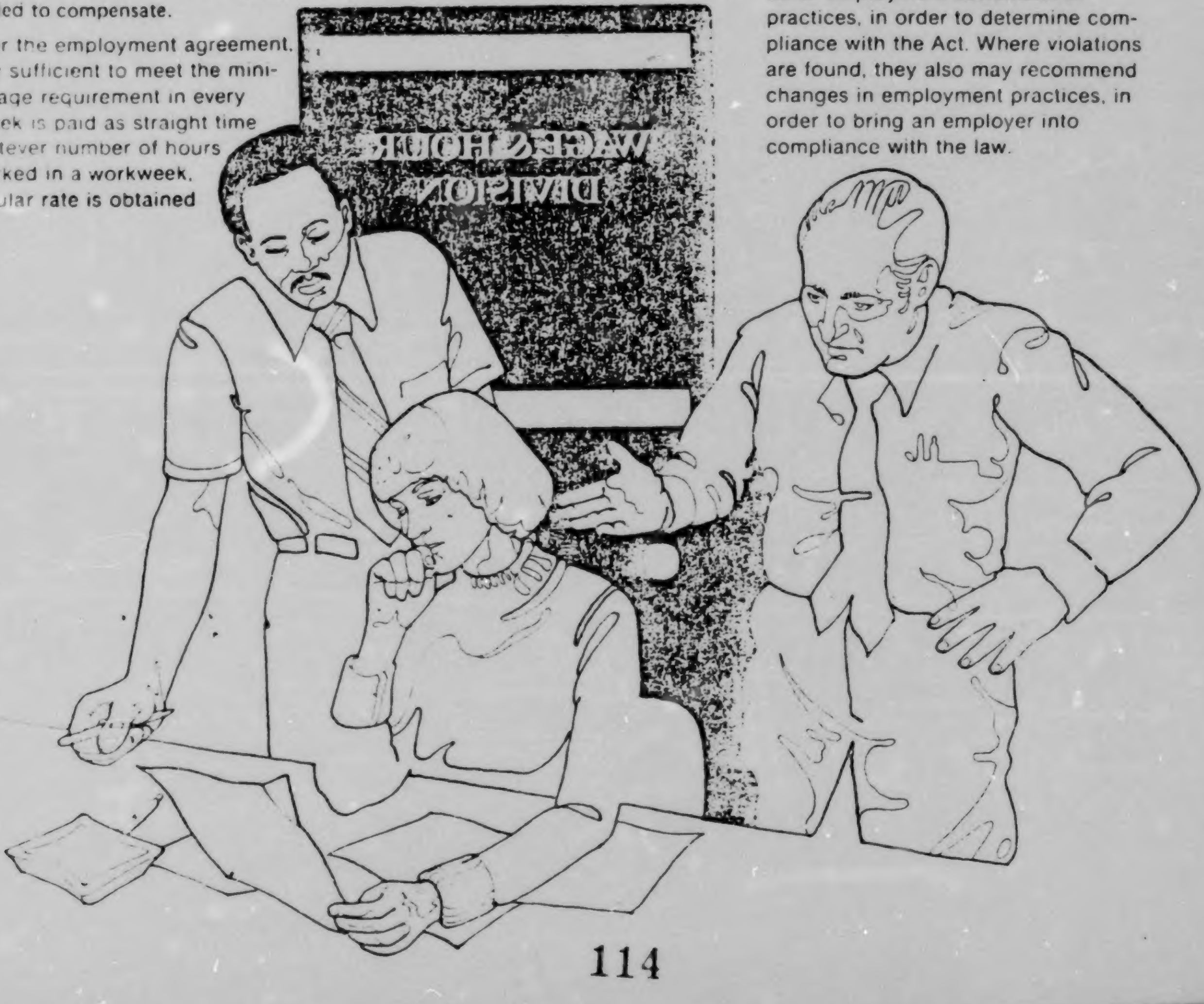
In no case may the regular rate be less than the minimum wage required by the Act.

If a salary is paid on other than a weekly basis, the weekly pay must be determined in order to compute the regular rate and overtime. If the salary is for a half month, it must be multiplied by 24 and the product divided by 52 weeks to get the weekly equivalent. A monthly salary should be multiplied by 12 and the product divided by 52.

Enforcement

The Wage and Hour Division administers and enforces the law with respect to private employment, State and local government employment, and Federal employees of the Library of Congress, U.S. Postal Service, Postal Rate Commission, and the Tennessee Valley Authority. The Office of Personnel Management is responsible for enforcement with regard to all other Federal employees.

The Wage-Hour Division's enforcement of the FLSA is carried out by compliance officers stationed across the U.S. As the Division's authorized representatives, they have the authority to conduct investigations and gather data on wages, hours, and other employment conditions or practices, in order to determine compliance with the Act. Where violations are found, they also may recommend changes in employment practices, in order to bring an employer into compliance with the law.



It is a violation of the FLSA to fire or in any other manner discriminate against an employee for filing a complaint or participating in a legal proceeding under the law.

Willful violations may be prosecuted criminally and the violator fined up to $10,000. A second conviction may result in imprisonment.

Violators of the child labor provisions are subject to a civil money penalty of up to $1,000 for each violation.

Recovery of Back Wages

The FLSA provides for the following methods of recovering unpaid minimum and/or overtime wages:

1. **The Division may supervise payment of back wages.**

2. **The Secretary of Labor may bring suit for back wages and an equal amount as liquidated damages.**

3. **An employee may file a private suit for back pay and an equal amount as liquidated damages, plus attorney's fees and court costs.**

4. **The Secretary may obtain an injunction to restrain any person from violating the law, including the unlawful withholding of proper minimum wage and overtime compensation.**

An employee may not bring suit if he or she has been paid back wages under the supervision of the Division or if the Secretary has already filed suit to recover the wages.

A two-year statute of limitations applies to the recovery of back pay, except in the case of willful violation, in which case a three-year statute applies.

The Wage and Hour Division

In addition to the FLSA, the Wage and Hour Division enforces and administers a number of other labor laws. Among these are:

- the Davis-Bacon Act (determines wage rates for Federally financed or assisted construction)
- the Walsh-Healey Public Contracts Act (determines wage rates for contracts to provide goods to the Federal government)
- the McNamara-O'Hara Service Contract Act (determines wage rates for contracts to provide services to the Federal government)
- the Contract Work Hours and Safety Standards Act (sets overtime standards for Federal contracts)
- **the Farm Labor Contractor Registration Act (protects migrant farm workers by imposing certain restrictions and requirements on their crew leaders)**
- the Wage Garnishment Law (limits amount of an individual's income that may be legally garnished and prohibits the firing of an employee whose pay is garnished for payment of a single debt).

More detailed information on the FLSA and other laws administered by the Division is available from local Wage-Hour offices, which are listed in the white pages of most telephone directories under U.S. Government, Department of Labor, Employment Standards Administration, Wage and Hour Division.

Equal Pay Provisions

The equal pay provisions of the FLSA prohibit wage differentials based on sex, between men and women employed in the same establishment, on jobs that require equal skill, effort and responsibility and which are performed under similar working conditions. These provisions, as well as other statutes prohibiting discrimination in employment, are enforced by the Equal Employment Opprotunity Commission. More detailed information is available from their offices which are listed in most telephone directories under U.S. Government.

☆U.S. Government Printing Office: 1981—341-270/4085

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JOHN V. EVANS
GOVERNOR

EXHIBIT E

A GUIDE TO......

IDAHO LABOR LAWS

IDAHO DEPARTMENT OF LABOR
AND INDUSTRIAL SERVICES
317 Main Street, Room 400
Statehouse
Boise, Idaho 83720
208-334-2327

IDAHO DEPARTMENT OF LABOR
AND INDUSTRIAL SERVICES
317 Main Street, Room 400
MAILING ADDRESS:
Statehouse
Boise, Idaho 83720

Gary H. Gould Director	Steven W. Eames Deputy Director

Harry Nichols, Supervisor
Safety and Labor Relations Division
Telephone: 334-2327

FIELD OFFICES

Rita Kelso
Compliance Officer
317 Main Street, Room 400
Boise, ID 83720
Telephone: 334-2327
Area Covered: Ada, Boise, and Elmore Counties

William O'Donnell
Senior Compliance Officer
P.O. Box 1091
Sandpoint, ID 83864
Telephone: 263-7121
Area Covered: Benewah, Bonner, Boundary, Clearwater, Kootenai, Latah, Lewis, Nez Perce, and Shoshone Counties

Ronald C. Ostrom
Senior Compliance Officer
P.O. Box 749
Nampa, ID 83653-0749
Telephone: 459-4666
Area Covered: Adams, Canyon, Gem, Idaho, Owyhee, Payette, Valley, and Washington Counties

Elden Ryals
Senior Compliance Officer
P.O. Box M
Filer, ID 83328
Telephone: 734-7550
Area Covered: Blaine, Butte, Camas, Cassia, Custer, Gooding, Jerome, Lemhi, Lincoln, Minidoka, and Twin Falls Counties

Frank W. Roeckner
Senior Compliance Officer
P.O. Box 4115
Pocatello, ID 83205
Telephone: 232-5451
Area Covered: Bannock, Bear Lake, Bingham, Bonneville Caribou, Clark, Franklin, Fremont, Jefferson, Madison, Oneida, and Power Counties

IDAHO DEPARTMENT OF LABOR
AND INDUSTRIAL SERVICES

A GUIDE TO THE IDAHO LABOR LAWS

WAGE STANDARDS

Covered non-exmpt workers are entitled to a minimum wage of not less than:

$2.30 PER HOUR --- Beginning July 1, 1977

Idaho Law does not require overtime. Extra hours worked can be paid at straight time.

WHO IS EXEMPT FROM THE IDAHO MINIMUM WAGE LAW?

The provisions of this law shall not apply to any employee employed in a bona fide executive, administrative, or professional capacity, to agricultural labor as that term is defined in Section 72-1304, Idaho Code, to anyone engaged in domestic service, to any individual employed as an outside salesman, to seasonal employees of a nonprofit camping program, or to any child under the age of 16 working part time or at odd jobs not exceeding 4 hours per day with any one employer.

SUBMINIMUM WAGE PROVISIONS

Learners and handicapped workers may, under certain circumstances, be paid less than the minimum wage by authority of Section 44-1505, and Section 44-1506, Idaho Code. Employers shall make application to the Department of Labor and Industrial Services for special permits issued under these sections.

By authority of IDAPA 07.02.01.01.102.h.i-ii(a)-(f) of the Rules and Regulations of the Department of Labor and Industrial Services, trainees and student-trainees may work for their own advantage on the premises of another, without the requirement of any wages being paid for such services, if all six of the following criteria are met:

1. The training, even though it includes actual operation of the facilities of the employer, is similar to that which would be given in a vocational school (such programs shall be submitted to the Department of Labor and Industrial Services for prior approval and such training shall not include unskilled or semiskilled jobs);
2. the training is for the benefit of the trainees or students;

3. the trainees or students do not displace regular employees, but work under their close observation;

4. the employer that provides the training derives no immediate advantage from the activities of the trainees or students, and on occasion his operations may actually be impeded;

5. the trainees or students are not necessarily entitled to a job at the conclusion of the training period; and,

6. the employer and the trainees or students understand that the trainees or students are not entitled to wages for the time spent in training.

IDAHO LAW DOES NOT REQUIRE:

--- vacation, holiday, severance, or sick pay
--- a discharge notice or reason for discharge
--- rest periods, breaks, holidays off, or vacations
--- premium pay rates for weekend or holiday work
--- pay raises or fringe benefits
--- a limit on hours of work for employees 16 years of age or older

These are matters for agreement between the employer and the employees or their authorized representatives. However, if an employer does agree to provide any of these benefits to its employees, this agreement is enforceable through the Department. If there is any change in policy, the employee must be notified prior to the change, and benefits already earned or accrued cannot be taken away.

TIPPED EMPLOYEES

Tips and gratuities cannot be considered to be part of wages by definition of Section 44-1503, Idaho Code. Under Idaho law, employees who regularly and customarily receive tips must be paid no less than $2.30 per hour over and above any tips received. Thus, even if an employer falls under federal law and is entitled to claim a tip credit, the actual wage shall not be less than $2.30 per hour.

UNIFORMS

When uniforms are required by the employer to be worn by the employee as a condition of employment, such uniform shall be provided and maintained by the employer. The term "uniform" includes wearing apparel and accessories of a distinctive design or color. (A deposit may be required to ensure the return of such uniforms to the employer upon termination of employment, at which time such deposit must be refunded to the employee.) (IDAPA 07.02.01.01.102. h., Rules and Regulations of the Department of Labor and Industrial Services)

EMPLOYER FURNISHED FACILITIES

Defining and governing deductions and allowances for the reasonable value of board and lodging:

"Board" shall mean food furnished in the form of meals on a regularly established schedule.

"Lodging" shall mean housing facilities (available to him or her at all hours of the day) wherein the employee sleeps, rests, and may store his or her clothing and personal belongings as hereinafter set forth, provided such board, lodging, or other facilities are customarily furnished by such employer to his or her employees and used by the employees and provided further that such condition is made known to and accepted by the employee at the time of hire.

Cash value of board and room:

-A-

Full board and room, weekly	$60.00
Meals per week	40.00
Meals per meal	2.00
Lodging per week	20.00
Lodging per day	3.00

-B-

In the case of restaurant employees (cooks, waiters, waitresses, kitchen helpers, and miscellaneous help) the valuation to be placed on meals shall be as follows:

Meals per day (or any part thereof)	$ 1.50
Meals per 6-day week	9.00
Meals per 7-day week	10.50

In determining the value to be placed on lodging for said hotel and restaurant employees, the cash value as set out in "A" above shall be used.

WAGE PAYMENT LAW

Section 45-609 through Section 45-613, Idaho Code, requires payment of wages as follows:

1. Employers must designate regular scheduled paydays at least once during each calendar month.

2. Payment must be made in lawful money of the United States or with checks on banks where suitable arrangements are made for cashing.

3. The end of the pay period for which payment is made on a regular payday shall be not more than seven (7) days before such regular payday; provided that if the regular payday falls on a nonworkday payment shall be made on a preceeding workday.

4. The Director of the Department of Labor and Industrial Services may, upon application showing good and sufficient reasons, permit an employer to withhold payment of wages more than the seven (7) day period.

5. Every employer shall furnish each employee with an itemized statement of deductions for each pay period such deductions are made.

6. No part of an employee's wages may be withheld unless:

   (a) The employer is required or empowered to do so by state or federal law, or
   (b) The employer has written authorization by the employee for deductions for a lawful purpose.

"Deductions for a lawful purpose" as used in Item 6(b) above shall mean deductions made for the benefit or convenience of the employee, i.e., insurance premiums, payments to a qualified pension plan, union dues, voluntary contributions, payments to a credit union, or deductions made pursuant to a savings or bond purchase plan.

No employer shall make any deductions from the wages or require any refund of an employee for any cash shortage, breakage, or loss of equipment or merchandise, unless it can be shown that the shortage, breakage, or loss is caused by the dishonest or willful act, or by the gross negligence of the employee and the employer can also show that he has the written authorization of the employee for such a deduction.

PENALTIES

Section 45-606, Idaho Code, provides as follows:

> Whenever any employer of labor shall hereafter discharge or lay off his or its employees without paying them the amount of any wages or salary then due them within forty-eight (48) hours after the discharge or layoff, in cash, lawful money of the United States, or its equivalent, or shall fail to refuse on demand to pay them in like money, or its equivalent, the amount of any wages or salary at the time the same becomes due and owing to them under their contract of employment, whether employed by the hour, day, week or month, each of his or its employees may charge and collect wages in the sum agreed upon in the contract of employment for each day his employer is in default until he is paid in full, without rendering any service therefor: provided, however, he shall cease to draw such wages or salary thirty (30) days after such default.

The Director of the Department of Labor and Industrial Services may, upon application showing good and sufficient reasons, grant an employer an extension of the forty-eight (48) hour period provided in this section.

The Department will accept claims for such penalties for failure to pay within 48 hours of the time of termination, up to a total of $1,000 for both unpaid wages and the penalties.

DISCRIMINATORY WAGE RATES BASED UPON SEX: TITLE 44, CHAPTER 17, IDAHO CODE:

Complaints based on sex discrimination can be filed with the Idaho Human Rights Commission.

AGE DISCRIMINATION: TITLE 44, CHAPTER 16 REPEALED - SEE TITLE 67, CHAPTER 59

Complaints based on age discrimination can be filed with the Idaho Human Rights Commission.

RECOVERY OF BACK WAGES

An employee may file a complaint with the Department of Labor and Industrial Services for recovery of back wages. Claims filed with the Department are limited to $1,000 for each employee (Section 45-615(1), Idaho Code).

Whenever the Director of the Department determines that an employee has a claim for wages he may, upon the written consent of the employee, take an assignment of the claim in trust and may maintain any proceeding appropriate to enforce the claim, including additional fixed damages.

Any judgment for the employee in a proceeding pursuant to the Wage Collection Law shall include all costs reasonably incurred in connection with the proceedings, and the employee shall be entitled to recover from the employer, as damages, three (3) times the amount of unpaid wages found due and owing.

If an employee has received part payment of wages for a particular pay period and is claiming additional wages for that period, court action must be commenced within six (6) months of the date of that pay period in order to recover the additional wages. If no wages have been received in a particular pay period, then court action must be commenced within two (2) years of that pay period for recovery of wages. (Note: Claims for commissions, vacation pay, and bonuses will generally fall under the two year statute of limitations.)

The following is an explanation of the wage claim procedure and an explanation of the approximate period of time that each step in the procedure will take:

Approximate time this step will take		
15 days	1.	The wage claim is filled out by you and sent to the employer by this office. The employer has 15 days to pay or dispute your wage claim. In no event are wage claims processed over $1,000.00.
15 days	2.	If within the 15 days, the employer does not respond or disputes your claim, you will be notified either way and you then have 15 days to decide whether or not you want to continue your claim within the Department of Labor. If you do decide to continue you will need to submit a written request for an administrative hearing within that 15 days.
		A. The purpose of the administrative hearing is to determine the merits of your claim.
10 days MINIMUM	3.	A minimum of 10 days is required by law to notify both parties of the time and place set for the hearing. In Boise, wage hearings are held on Wednesdays and Thursdays weekly beginning at 9:15 a.m. and ending at 3:15 p.m.
10 days	4.	After the hearing is held, and provided no additional information is required, a decision will be made and sent to both parties within approximately 10 days of the date of that hearing. For hearings held outside of the Boise area, additional time is needed because the information is sent to Boise to be processed and mailed out.

14 days 5. Based on the Department's decision at the hearing, both parties have 10 days from the date the Determination is mailed from the Boise office to appeal the decision. The Department allows 14 days approximately which includes mail time. The decision to the losing party is sent certified mail.

A. If there is an appeal, the time frame will be considerably longer since a rehearing will generally be held and will have to be scheduled.

14 days 6. If the award is made in your favor and the employer does not pay or appeal the decision, your claim will be turned over to the Department's Deputy Attorney General who will send a letter of demand demanding the wages and informing the employer of the legal action that will be taken if we do not receive payment of the wages within 10 days of the date of the letter. We also allow 14 days for mail time on the demand letter.

14 days 7. If the employer does not within 14 days pay the wages due based on the letter of demand, our attorney will file a complaint in the court and request the issuance of a summons. Preparation of the paperwork by this office and the issuance of the papers by the Clerk of the Court can take as long as 14 days. The papers are generally filed and issued by the Clerk of the Court in the county where the employer resides.

30-45 DAYS 8. Once we receive the summons back from the Clerk of the Court, the original and copies of the summons and complaint are forwarded to the county sheriff of the county where the employer resides to be served. The location of the employer and service of the papers can take as long as 30-45 days or more under normal circumstances.

A. Once the papers have been served, the employer has as in any civil action, 20 days to file a formal response to the civil complaint with the court.

B. If the employer files a response, the Department's attorney will keep you informed of the status of your claim and what steps are being taken to resolve your claim.

25 days 9. If the employer does not file a formal response to the complaint, within 20 days of being served the papers, this office will prepare and send papers to the Clerk of the Court requesting the Court to

grant a judgment against the employer in the amount of three times the amount of your wages (based on the Determination). This is called a treble damage judgment.

14 days A. The process of receiving the judgment from the Court can take 14 days or more. These papers are reviewed and signed by the judge assigned to the case.

14 days 10. Once we have received the judgment, we will then submit a Writ of Execution to the Court for issuance. This document will be sent from our office to the sheriff for execution. This document gives the sheriff's office the authority to attach assets belonging to the employer to satisfy the judgment.

A. The judgment is valid and enforceable for five years from the date of issue and can be satisfied any time during that period.

10 days 11. At any time during the wage collection process when we have received payment of your wages, if same is made by check, we have to submit it to the State Auditor's Office who will send the check through the employer's account. Once we have been notified by the Auditor's Office that the check is good, or if cash has been paid, we will then instruct the Auditor to issue a state check in your name. This process can take as long as 10 additional days. When we have received the state check in your name, and we have signed receipts from you, the money will be disbursed. These two items cannot be altered. We are required to submit payments made by employers to the Auditor's Office. There are numerous reasons with the primary one being to leave an audit trail for audits of the Department in the future.

There are many items which can affect the time frames presented. Some of those items are whether or not the employer disputes your claim, whether or not we are able to locate him for service of papers, notice of your claim and/or notice of the administrative hearing, whether or not settlement proceedings are instigated by either party and whether or not if your claim went to judgment there were clear tangible assets which could be located, attached and sold to satisfy your claim. The filing of bankruptcy by the employer will also affect the procedure. To what degree depends on the status of your claim at the time the bankruptcy is filed.

If the employer needs to be located, it is your responsibility to provide information on its whereabouts. The Department does not have the investigative personnel to provide this service.

NOTE: In all instances, it is the employee's responsibility to prove hours worked or wages due if the employer disputes your claim.

This is the wage claim procedure in the Department of Labor and Industrial Services. If you wish to file a wage claim and use this service, there is no charge to you; however, the time frames and actions shown will be completed through their entirety or until your claim has been satisfied.

There is no immediate payment through the Department of Labor. We are obligated by statute to follow due process as outlined in Title 45, Chapter 6, Idaho Code.

If you do not wish to use the services of this Department, you can seek to recover your wages either through Small Claims Court if you qualify or through the court system with the assistance of a private attorney or on your own if you feel comfortable in doing so.

ADDITIONAL INFORMATION

In addition to the items listed in this pamphlet, the Idaho Department of Labor and Industrial Services also has information on the following:

--- Child Labor Laws

--- Prevailing Wage Rates for Public Works Projects

--- Idaho Garnishment Law

--- Other Idaho labor laws affecting the rights of employers and employees

COMPLIANCE WITH THESE LAWS DOES NOT EXCUSE NON-COMPLIANCE WITH OTHER FEDERAL OR STATE LAWS OR LOCAL ORDINANCES WHICH ESTABLISH HIGHER OR MORE RESTRICTIVE STANDARDS.

If you have any questions concerning the information in this pamphlet, please feel free to contact any of the individuals listed on Page 1.

EXHIBIT F

RULES AND REGULATIONS

IDAHO DEPARTMENT OF LABOR
AND INDUSTRIAL SERVICES
317 Main Street
Boise, Idaho 83720

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PART 80 - WAGE AND HOUR

CHAPTER A.
GENERAL

101. Repeal of Existing Rules and Regulations. -- "Collection of Wages," Regulation 6, and "Prevailing Wages," Regulation 7, of Rules and Regulations of the Idaho Department of Labor and Industrial Services, originally promulgated on 28 September 1969, and last amended on 21 January 1974, under the provisions of Chapter 52, Title 67, Idaho Code, by the Commissioner of the Department of Labor, are hereby repealed.

102. Definitions. -- As used in Part 80 of these rules and regulations, the terms defined in this section shall have the following meaning for all parts of Part 80 of these rules and regulations, unless the context clearly indicates another meaning.

a. "Director" means the director of the Department of Labor and Industrial Services for the State of Idaho.

b. "Department" means the Department of Labor and Industrial Services of the State of Idaho.

c. "Employee" means any person suffered or permitted to work, whether paid on a time, task, piece, or commission basis. Professional, executive, administrative employees, and outside salesman shall have the same meaning as defined in the Fair Labor Standards Act, CFR 29, Part 541, as amended in the Federal Register.

d. "Employer" means any person or group of persons employing employees or acting in the interest of or as an agent of an employer, directly or indirectly, in relations to an employee.

e. "Labor dispute" means any controversy between an employer and the majority of his employees in a collective bargaining unit concerning the right, process, or details of collective bargaining or the designation of bargaining representatives.

f. "Labor organization" means any organization of any kind, or any employee representation committee or plan in which employees participate and which exists for the purpose of, in whole or in part, of dealing with employers concerning grievances, labor disputes, wages, rates of pay, hours of employment, or conditions of work.

g. "Wages" means compensation for labor or services rendered by an employee, whether the amount is determined on a time, task, piece or commission basis.

h. "Deductions for a lawful purpose," as used in Section 45-611(2), Idaho Code, shall mean deductions made for the benefit or convenience of the employee, i.e.: insurance premiums, payments to a qualified pension plan, union dues, voluntary contributions, payments to a credit union or deductions pursuant to a savings or bond purchase plan.

No employer shall make any deduction from the wages or require any refund of an employee for any cash shortage, breakage, or loss of equipment or merchandise, notwithstanding any contract or arrangement to the contrary, unless it can be shown that the shortage, breakage, or loss is cause by the dishonest or willful act, or by the gross negligence of the employee.

When uniforms are required by the employer to be worn by the employee as a condition of employment, such uniform shall be provided and maintained by the employer. The term "uniform" includes wearing apparel and accessories of a distinctive design or color. (A deposit may be required to ensure the return of such uniforms to the employer upon termination of employment, at which time such deposit must be refunded to the employee.)

i. "Trainees and student-trainees,"

i. the words "to suffer or permit to work" as used in Section 44-1503, Idaho Code, to define "employee," do not make all persons employees, who without any express or implied compensation agreement, may work for their own advantages on the premises of another.

ii. Whether trainees or students are employees of an employer under Section 44-1503, Idaho Code, will depend upon all of the circumstances surrounding their activities on the premises of the employer. If all six of the following criteria apply, the trainees or students are not employees within the meaning of Section 44-1503, Idaho Code.

(a). The training, even though it includes actual operation of the facilities of the employer, is similar to that which would be given in a vocational school (such programs shall be submitted to the Department of Labor and Industrial Services for prior approval and such training shall not include unskilled or semiskilled jobs; such on-the-job training shall not exceed fifty percent (50%) of classroom hours and time spent in employment may only be cumulative for each calendar week);

(b). the training is for the benefit of the trainees or students;

(c). the trainees or students do not displace regular employees, but work under their close observation;

(d). the employer that provides the training derives no immediate advantage from the activities of the trainees or students, and on occasion his operations may actually be impeded;

(e). the trainees or students are not necessarily entitled to a job at the conclusion of the training period; and,

(f). the employer and the trainees or students understand that the trainees or students are not entitled to wages for the time spent in training. (Amended 28 June 1978)

103. Amount Subject to Garnishment for Pay Periods Other Than One Week.

a. To implement the restrictions on garnishment contained in Section 11-207, Idaho Code, the following provisions shall apply for pay periods other than one week:

i. The 25% limitation contained on Section 11-207(1)(a), Idaho Code, shall apply to the aggregate disposable earnings for all workweeks compensated for.

ii. For the purposes of computing the amount by which an individual's disposable earnings exceed a prescribed multiple of the federal minimum hourly wage, as set out in Section 11-207(1)(b), Idaho Code, the multiple shall be computed as follows for pay periods other than one week:

(a). a calendar month is considered to consist of 4 1/3 workweeks;

(b). for a 2-week pay period, the multiple shall be 2 x 30 x federal minimum hourly wage;

(c). for a semi-monthly pay period, the multiple shall be 2 1/6 x 30 x federal minimum hourly wage;

(d). for a monthly pay period, the multiple shall be 4 1/3 x 30 x federal minimum hourly wage;

(e). for pay periods other than those specified above, the multiple shall be computed on the basis of a calendar month consisting of 4 1/3 workweeks. (Promulgated 20 August 1980)

CHAPTER B.
COLLECTION OF WAGES

201. Filing Procedures. -- a. Any employee who is denied full payment of wages due and owing by an employer may file a wage claim with the department on a form provided for that purpose. Such forms will be available at all locations of department offices, and made available to the Department of Employment for distribution.

b. Upon receipt of a wage claim by the department, the employer's copy of the completed form, together with a blank employer answer form and a covering letter of instruction, will be sent by regular mail to the employer's last known address. The employer shall have fifteen (15) calendar days from the date of the postmark to answer such claim.

c. Upon receipt of a completed employer answer form, the department will forward a copy of said form to the employee together with a letter of instruction. The wage claimant shall have fifteen (15) calendar days from the date of postmark to accept such answer as final or request an investigatory hearing.

d. In all cases where an employer's answer is not received within the time limit stated above, the claimant will be notified by regular mail that he must notify the department in writing if he desires the department to schedule an investigatory hearing dealing with his wage claim.

202. Investigatory Hearing. -- a. The director or his authorized representative may at their discretion schedule an investigatory hearing to aid in the determination of facts pertaining to a wage claim filed with the department.

b. The director or his authorized representative shall give ten (10) days advance written notice of such investigatory hearing to all employees and employers who are parties to the wage claim.

c. The director or his authorized representative may subpoena parties and/or records relating to the wage claim.

d. Any party to the controversy requesting issuance of a subpoena for witnesses or documents shall be responsible for all costs incurred thereto and shall submit the required fees to the department prior to the issuance of said subpoena.

e. Any witness subpoenaed by a party to the controversy shall be compensated by that party at the rate of pay established by the judicial system for the State of Idaho.

f. The department may, on its own initiative, issue subpoenas for witness or documents.

g. Any party to the wage claim failing to comply with any compulsory process lawfully issued shall be subject to citation for contempt.

h. The hearing officer shall be the director or his authorized representative.

i. Parties appearing at investigatory hearings may be represented by counsel, but such representation is not required.

j. Rules of evidence and the Idaho Rules of Civil Procedure shall not apply in investigatory hearings.

k. Where no agreement is reached during an investigatory hearing, all evidence submitted, testimony taken, and all other documents and evidence gathered by the department through other means, will be considered by the hearing officer who shall render a decision therefrom.

1. The hearing officer may at any time during the investigation meet separately with the parties to propose or attempt a resolution of the matter by compromise agreement, including time payment agreements. Any such compromise or time payment agreement shall be reduced to writing and signed by each party to the controversy at the conclusion of the investigation.

203. Determination. -- a. A determination which finds wages due and owing shall be mailed to the prevailing party together with an assignment of claim form by regular mail. The assignment form must be signed and returned to the department before any judicial proceedings are initiated.

b. The determination which found money due and owing will be sent to the losing party by certified mail, return receipt requested, and service thereof shall be deemed complete when said document, properly addressed to the person or persons' last known address and stamped, is deposited in the United States mail, and such party shall have ten (10) calendar days from the postmark of the certified letter to request a rehearing in writing which must state in particular the reasons why a rehearing should be granted, or remit the amount awarded minus statutory deductions within the said ten (10) days to the department, together with an itemized statement listing such statutory deductions.

c. A determination finding against the claimant will be sent to the claimant by certified mail, return receipt requested, and service thereof shall be deemed complete when said document, properly addressed to the person or parties' last known address and stamped, is deposited in the United States mail and such party shall have ten (10) calendar days to request a rehearing on the matter in writing to the department. Such request must state in particular why a rehearing should be granted and the department shall notify the claimant of their decision on such request. A copy of the determination referred to above shall be sent to the prevailing party by regular mail.

d. All wages paid on a wage claim following investigative and determination procedures by the department shall be paid to the department and made payable to the department.

e. All monies so collected shall be placed in a special fund established by the department, to facilitate receipt and disbursement of such monies.

f. Upon receipt of wages paid to the department in behalf of a claimant, the department will forward two (2) copies of a receipt stating the amount of wages remitted minus statutory deductions to the claimant. Both copies of said receipt shall be signed by the claimant and returned to the department, and the department after receiving the signed receipts shall remit the stated amount to the claimant by check written on the account established for that purpose as specified above.

g. All monies recovered on behalf of a wage claimant shall be held in trust for such claimant for a period of two (2) years. Wages collected by the director and remaining unclaimed for a period of more than two (2) years from the date collected shall on June 1st of each year be forfeited and retained by the department and used for the administration of this act.

204. Assessment of Penalties. -- When it has been determined that an employer has failed to pay wages due and owing to an employee and that said employer has failed to pay such wages immediately upon discharge or layoff, both the treble damage penalty provided in Section 45-615(4), Idaho Code, for failure to pay wages due and owing and the penalty for failure to pay wages immediately upon termination, contained in Section 45-606, Idaho Code, may be

imposed by the department. The penalty imposed against an employer under Section 45-606, Idaho Code, shall not be trebled as unpaid wages pursuant to Section 45-615(4), Idaho Code, but shall be added to the wages due and owing and treble damages awarded pursuant to section 45-615(4), Idaho Code. The department is authorized to enforce these penalty and damage provisions in a court of competent jurisdiction.

205. Legal Procedure. -- a. In the event payment by the losing party is not made within ten (10) days of the date of the certified letter referred to in section 203(2), the department will cause a demand letter to be served on such party through the Office of the Attorney General of the State of Idaho.

b. Payments submitted after the date of the demand letter may, at the department's discretion, include penalties provided for in Sections 45-606 and 45-615(4), Idaho Code, in order to stay any judicial proceeding.

c. The department will include allegations and a prayer for fixed damages equal to three (3) times the amount of such unpaid wages in any court action that the department brings for the collection of such unpaid wages.

CHAPTER C.
PREVAILING WAGES

301. Investigation by Director. -- The director or his authorized representative shall investigate, by any reasonable means, the contracts, specifications, and payroll records of employers who have contracted with the State of Idaho or any political subdivision thereof, and their subcontractors, to construct, repair, or maintain public buildings or public work projects, such investigation being for the purpose of determining whether the prevailing wage rate in the county in which such work is being performed is being paid their employees by said employers as required by Chapter 10, Title 44, Idaho Code, and for the further purpose of releasing said information to the public.

302. Action for Violations. -- Wherever the director or his authorized representative shall find that an employer or subcontractor of such employer, engaged in the construction, repair or maintenance of public buildings or public works projects, is not paying employees engaged in such work the prevailing wage rate existing in the county where the work is being performed, the director or his authorized representative shall request the prosecuting attorney of such country to bring a criminal action under Section 44-1004, Idaho Code, against the employer or subcontractor. If such prosecuting attorney neglects after a reasonable period of time to bring such prosecution, the director or his authorized representative shall request such prosecution by the Attorney General of the State of Idaho.

303. Posting of Prevailing Wage Rate. -- Every prime contractor engaged in the construction, repair, or maintenance of public buildings or public work projects shall post, in a conspicuous place on each worksite, a typewritten or printed copy of the prevailing wage rate existing in the county where the work is being performed. Such copy may be obtained by the said prime contractor from the department without charge.

CHAPTER D.
EQUAL PAY LAW

401. Repeal of Existing Rules and Regulations. -- "Equal Pay Law," Regulation 401, of Rules and Regulations of the Idaho Department of Labor and Industrial Services, originally promulgated on 28 September, 1969, and last amended on 21 January, 1974, under the provisions of Chapter 52, Title 67, Idaho Code, by the Commissioner of the Department of Labor, are hereby repealed.

402. It is the purpose of Chapter 17, Title 44, Idaho Code, and these rules and regulations to prevent discriminatory wage rates based on sex, and to provide for equal pay for all employees for work on jobs which have comparable requirements relating to skill, effort or responsibility.

403. These rules and regulations are promulgated in accordance with Chapter 52, Title 67, Idaho Code, by the Idaho Department of Labor and Industrial Services pursuant to Section 44-1703(2), Idaho Code. These rules and regulations shall cover any and all proceedings under Chapter 17, Title 44, Idaho Code, an shall have the force and effect of law.

404. At any time within six months of the date that the alleged violation of Chapter 17, Title 44, Idaho Code, occurs, the aggrieved person may file a complaint with the Idaho Department of Labor and Industrial Services on a form furnished by the Department. Said complaint shall state the name and address of the employer alleged to have committed an act in violation of Chapter 17, Title 44, Idaho Code, and shall set forth the particulars of said alleged violation. Said complaint shall be verified by the complaining party by obtaining his/her signature thereon which signature shall be witnessed but need not be notarized.

405. The employer against which the complaint has been filed shall be sent a copy of the complaint and answer form provided by the Department which said employer shall complete and return within 20 days from the date the complaint form has been mailed to him. If the employer fails to return said completed answer form, the Department shall then proceed with an independent investigation and commence efforts to eliminate the unlawful pay practice by informal methods of conciliation and persuasion. If the employer returns the answer form, the Department will then review the complaint, answer, and other documents and conduct an independent investigation if it deems necessary. A copy of the employer's answer will be sent to the complaining party and he/she will be asked to respond within 20 days of the date the completed answer was mailed by the Department of Labor and Industrial Services. The employer or employee may attach supporting documents to any of the aforementioned forms which are filed with the Department.

406. Upon its own motion, or upon proper cause shown by the respondent, the Department may extend the time within which the answer shall be filed or in which the employee's response is to be filed.

407. The Department is authorized to bring any legal action which it deems necessary to enforce the provisions of 44-1702(3), Idaho Code, regarding discharge or discrimination by reason of action taken by an employee to invoke

or assist in the enforcement of this act. Such legal action may include, but is not limited to, restraining violations, back pay awards, re-instatement, monetary damages and such affirmative relief as the Department deems justified.

408. The Department of Labor and Industrial Services and/or its agents and representative may conduct an investigation of any alleged violation of Chapter 17, Title 44, Idaho Code, when a complaint has been filed with the Department. Such investigation may include, but is not limited to, investigative hearings, meetings, interviews, the inspection of documents and sending of interrogatories.

409. The Department and/or its representatives may hold hearings under Chapter 17, Title 44, Idaho Code, for investigative purposes only. These hearings shall be conducted by the Director or his authorized representative. Notice shall be mailed to all parties ten days prior to these hearings. At these hearings the parties and witnesses may be examined under oath, and various documentary evidence may be reviewed. These hearings are for the benefit of the Department only and are part of the Department's investigative process.

410. The Department may hold meetings between or among any of the parties to a complaint filed with the Department for the purposes of conciliation and persuading the parties to settle their difference. Such mediation meetings shall be conducted in any manner which the Department deems appropriate.

411. Any party to a complaint filed with the Department may file briefs or other written memoranda setting out their position or interpretation of the law.

412. The power given to the Director to bring any legal action necessary on behalf of an employee specified in 44-1704(4), Idaho Code, shall also include the right to bring such an action either for an individual employee or for the individual employee and other employees similarly situated, for the recovery of unpaid wages. The complaint filed by an employee with the Department alleging violation of Chapter 17, Title 44, Idaho Code, shall constitute the written request which is required under Section 44-1704(4), Idaho Code.

413. An employer may not reduce the wage of any employee in order to comply with Chapter 17, Title 44, Idaho Code. The Director shall have the power to cooperate with other State and Federal agencies in any manner which he feels will aid in the enforcement of Chapter 17, Title 44, Idaho Code.

414. In the interest of consistency and to avoid confusion on the part of persons governed by both the State and Federal equal pay laws, the Department will generally follow the interpretations of the Federal equal pay act, where the Federal act is comparable to the State act. The Department will not follow Federal precedents where is believes that a different interpretation will better carry out the purposes of the State act.

CHAPTER E.
EMPLOYMENT DISCRIMINATION BECAUSE OF AGE

501. It is the purpose of Chapter 16, Title 44, Idaho Code, and these Rules and Regulations promulgated thereunder to promote employment of persons based on their ability rather than age; to prohibit arbitrary age discrimination in employment; to help employers and workers find ways of meeting problems arising from the impact of age.

502. These rules and regulations are promulgated in accordance with Chapter 52, Title 67, Idaho Code, by the Idaho Department of Labor and Industrial Services pursuant to Section 44-1604, Idaho Code. These rules and regulations shall cover any and all proceedings under Chapter 16, title 44, and shall have the force and effect of the law.

503. Employment Discrimination Because of Age. Each case under the provision of Chapter 16, Title 44, Idaho Code, relating to discrimination in employment because of age shall be handled individually as a contested case under the provisions of the Section 67-5209, Idaho Code, and under the Rules and Regulations of the Idaho Department of Labor and Industrial Services.

504. It is hereby determined that Chapter 16, Title 44, Idaho Code, covers all employers and also employment agencies, labor organizations and joint labor management committees. (Amended 28 June 1978)

505. As used in these rules and regulations:

a. "Department" means the Idaho Department of Labor and Industrial Services.

b. "Director" means the Director of the Idaho Department of Labor and Industrial Services.

c. "Pleading" means any one of the formal written statements of accusation or defense presented by the parties alternatively in a proceeding under this act.

506. At any time within six (6) months of the date the alleged discrimination due to age occurs, the aggrieved person may file a complaint with the Idaho Department of Labor and Industrial Services on a form furnished by the Department. Said complaint shall contain all of the information required in Section 44-1603, Idaho Code, plus any additional information requested by the Department on forms provided for that purpose. Said complaint shall be verified by the complaining party by obtaining his/her signature thereon which signature shall be witnessed but need not be notarized.

507. The employer, employment agency, labor organization, or joint labor management committee against which the complaint has been filed shall be sent a copy of the complaint and an answer form provided by the Department. Said employer, employment agency or labor organization shall complete and return the answer form within 20 days from the date said answer form is mailed to him. If the employer, employment agency or labor organization fails to return said answer form, a hearing before the Director or his authorized representative will automatically be set. If the employer, employment agency or labor organization returns the answer form, the Department will then review the complaint, answer, and other documents, and conduct an independent investigation

if its deems necessary. A copy of the answer will be sent to the complaining party. If the complaining party still wants a hearing and so notifies the Department in writing and if the Department determines that the claim has merit, a hearing will be set before the Department's hearing officer. The employer, employment agency, labor organization, or joint labor management committee against which the complaint has been filed may attach documents supporting its position to the completed answer form.

508. Upon its own motion or upon proper cause shown by the respondent, the Department may extend the time within which the answer shall be filed.

509. A party may amend his pleading once as a matter of course at any time before a responsive pleading is served, and, if the pleading is one to which no responsive pleading is permitted and the action has not been set for hearing, he may so amend it at any time within twenty (20) days after it is served. Otherwise, a party may amend his pleading only by leave of the Department or by written consent of the adverse party. Leave to amend shall be freely given when justice so requires. In any case where a complaint has been amended, the respondent shall have an opportunity to amend his answer within ten (10) days of service of the amended pleading. If an amended complaint has been filed prior to the filing of a responsive pleading by the defendant, the defendant shall have either the amount of time until a responsive pleading would have been due to the original complaint, or ten (10) days, whichever is longer, to file his answer.

510. Any type of harrassment or retribution, against any person, for filing a complaint with the Department, by the employer, employment agency or labor organization against whom the complaint is filed, or its agents, shall be considered a violation of Chapter 16, Title 44, Idaho Code, and the Department may make such orders as are necessary to correct any injury caused by such harrassment. Such harrassment shall also be considered to be an offense punishable under Section 44-1606, Idaho Code.

511. Complaints filed by an employer pursuant to Section 44-1603, Idaho Code, shall also be filed on a complaint form furnished by the Department and shall be verified in the same manner as specified in 506. The complaint shall specify the name of the employee(s) who is(are) hindering or attempting to hinder compliance with Chapter 16, Title 44, Idaho Code, and shall set forth the particulars as to the nature of the complaint and the acts complained of. It shall also contain such other information as may be required by the Director.

512. The Department of Labor and Industrial Services and/or its agents and representatives may conduct an investigation of any age discrimination complaint which has been filed with the Department. Such investigation may include, but is not limited to: Investigative hearings, meetings, interviews, the inspection of documents and the submittal of written interrogatories.

513. The Department may hold meetings between or among any of the parties to a complaint filed with the Department for the purpose of conciliating and persuading the parties to settle their differences. Such meetings shall be conducted in any manner deemed appropriate by the Department.

514. The adjudicative hearing held under Section 44-1603, Idaho Code, are to be conducted in accordance with the Idaho Administrative Procedure Act contained in Chapter 52, Title 67, Idaho Code.

515. A Notice of Hearing shall be sent to the complaining party and the employer, employment agency or labor organization against whom the complaint has been filed. This notice shall be mailed at least ten (10) days prior to the date the hearing is set. Said notice shall contain the items specified in Section 67-5209(b), Idaho Code.

516. The record shall contain the items mentioned in Section 67-5209(e), Idaho Code. Any party may request in writing five (5) days before any hearings in a contested case that the oral proceedings thereof be taken in the form of stenographic notes. Otherwise, tape recordings will be made of such proceedings. Any party may have such stenographic notes or tape recordings of the oral proceedings, or any part thereof, transcribed at his own expense. The testimony shall be under oath.

517. The rules of evidence shall be applied as specified in Section 67-5210, Idaho Code, with the understanding that the hearing officer will have wide discretion as to the type of evidence he or she will admit and may exclude irrelevant or overly repetitious matter.

518. The hearing for the purpose of taking evidence upon a complaint shall be conducted by the Director or his authorized representative. Such hearings shall be public, unless otherwise ordered by the hearing officer. The hearing officer shall have power to call, examine and cross-examine witnesses, administer oaths, and to introduce into the record documentary or other evidence.

519. Any party to the proceeding shall have the right to appear at such a hearing in person, by counsel, or otherwise, to call, examine, and cross-examine witnesses, to make opening statements and closing arguments and to introduce into the record documentary or other evidence. The order of the presentation of evidence at such hearings shall be the same as in non-jury civil cases in the District Courts of this State.

520. Witnesses shall be examined orally under oath, except that for good and exceptional cause the hearing officer may permit their testimony to be taken by deposition under oath. Any such deposition shall be taken in accordance with the procedural requirements for the takings of depositions provided by the law of Idaho. Should the hearing officer deem it necessary, a written affidavit, sworn before a notary public, may be entered into evidence at such hearing as evidence of the nature asserted.

521. Any objection with respect to the conduct of the hearing, including any objection to the introduction of evidence, shall be stated orally, together with a short statement of the grounds of such objection, and included in the stenographic or taped record of the hearing. No such objection shall be deemed waived by further participation in the proceeding.

522. The parties shall be entitled to file briefs or written statements setting out their position or interpretation of the law.

523. At the direction of the hearing officer, the hearing may be continued from day to day, or adjourned to a later date or to a different place, by announcement thereof at the hearing by the hearing officer, or by other appropriate notice.

524. Contemptuous conduct at any hearing before a hearing officer or before the Department shall be grounds for exclusion from the hearing. The refusal of a witness at any such hearing to answer any questions which has been ruled to be proper shall be grounds for the striking out of all testimony previously given by such witness on the same matter.

525. All motions made prior to or subsequent to the hearing shall be filed in writing with the department, and shall briefly state the order or relief applied for and the ground for such motion. The moving party shall file an original and a copy of all such motions with the department for the use of the department. Immediately upon the filing of such motion, the moving party shall serve a copy thereof upon all other parties to the proceedings. Parties served with a motion shall have ten (10) days from the date of service to respond thereto by filing a response with the department and a copy thereof on the moving party. All motions made at the hearing (except motion to intervene, as provided in 529) shall be stated orally and included in the stenographic or tape record of the hearing.

The following motions shall be permitted, and no others:

a. Motion to dismiss action of the grounds of either:

i. Lack of jurisdiction over the subject matter of the action;

ii. Failure to join an indispensable party; or

iii. Failure to state a claim on which legal relief can be granted.

b. Motion for more definite statement, under the terms and conditions attached to that motion by rule 12(e), Idaho Rules of Civil Procedure.

c. Motion to strike, under the terms and conditions of rule 12(f), Idaho Rules of Civil Procedure.

d. Motion for leave to intervene, in accordance with rule 529 of these rules and regulations.

e. Motion for order compelling discovery and/or for sanctions for refusal to comply with discovery order in accordance with rule 532 of these rules and regulations.

526. The department shall rule upon all motions. The department may, before the hearing, rule on motions filed previous to the hearing, and shall file its ruling, and any order in connection therewith, and shall serve the parties to the action with a copy thereof.

Rulings on motions, and any orders in connection therewith, if announced at the hearing, shall be stated orally, and included in the stenographic or tape report of the hearing; in all other cases they shall be issued in writing and filed with the department, who shall cause a copy of the same to be served upon each of the parties to the proceeding.

Oral argument shall not be allowed on motions filed prior to the hearing, and the department shall base its rulings on said motions on the file of the action and any documents filed with the motion or in opposition thereto.

Rules as to filing and proof of service shall be as set out in Rule 95(a)(b)(c) of the Rules of Practice and Procedure, Idaho Department of Labor and Industrial Services.

527. The right to make motions or to make objection to rulings upon motions shall not be deemed waived by the filing of an answer or by other participation in the proceedings before the hearing officer or the Department.

528. Any person or organization desiring to intervene in any proceeding shall file a motion in writing with the Department setting out the grounds upon which such person or organization claims to be interested. The original of such motion shall be signed and sworn to by the person or organization filing the motion, who shall file an additional copy of such motion for the use of the Department. Immediately upon filing such motion, the moving party shall serve a copy thereof upon each of the other parties to the proceeding. The Department shall rule upon all such motions filed prior to the hearing, and the hearing officer shall rule upon all such motions filed at the hearing, in the manner set forth in 527. The hearing officer's decision as to whether or not to permit intervention in person or by counsel shall be made in accordance with the standards set out in Rules 24(a) and 24(b), Idaho Rules of Civil Procedure. The hearing officer shall cause a copy of said ruling to be served upon each of the parties to the proceeding. (Amended 28 June 1978)

529. At the conclusion of the adjudicative hearing, the hearing officer will issue an Order and Findings of Fact and Conclusion of Law in conformity with the requirements of Section 67-5211 and 67-5212, Idaho Code.

530. If any order issued by the Department or the hearing officer is not complied with within thirty (30) days of its issuance, the Department will commence legal proceedings as authorized in 44-1605, Idaho Code. The Department may also request the commencement of criminal action pursuant to 44-1606, Idaho Code.

531. Interrogatories to parties, requests for admissions, and requests for production of documents may be filed by any party to the action, and the time allowed for responding to these discovery requests shall be the same as those set out in the Idaho Rules of Civil Procedure for the appropriate discovery request. Should such discovery request not be complied with, a party may file a motion for order compelling discovery in the fashion set out in Rule 37(a), Idaho Rules of Civil Procedure; and, should such an order be made and not complied with, a motion may be filed with the department for imposition of appropriate sanctions as set out in Rule 37(b), Idaho Rules of Civil Procedure; and furthermore, expenses on failure to admit matter set out in requests for admissions may be awarded in the circumstances set out in Rule 37(c), Idaho Rules of Civil Procedure.

532. Pre-hearing conferences shall be permitted under the circumstances set out in Rule 906, Rules of Practice and Procedure, Idaho Department of Labor and Industrial Services.

533. The method of computation of time shall be as provided for in the Idaho Rules of Civil Procedure.

CHAPTER F.
DETERMINATION OF BARGAINING REPRESENTATIVES

601. Determination of Bargaining Representatives. -- 601, 602, 603 and 604 relate only to the powers concerning determination of representation under Section 44-107, Idaho Code, and for the conciliation and mediation purposes under Chapter 1 of Title 44, Idaho Code.

602. Union Agreements and Insulated Period. -- Once the contract becomes effective as a bar to an election, no petition will be accepted until the end of the period during which the contract is effective as a bar. A contract for a fixed period of more than three (3) years will bar an election sought by a contracting party during the life of the contract, but will act as a bar to an election sought by an outside party for only three (3) years following its effective date. A contract of no fixed period will not act as a bar at all. Petitions filed not more than 90 days but over 60 days before the end of the contract-bar period will be accepted and can bring about an election or if a petition is filed after a contract expires, it will be accepted. The last 60 days of the contract-bar period is called an "insulated" period. During that time, the parties to the existing contract are free to negotiate a new contract or to agree to extend the old one. If they do so, petitions will not be accepted until 90 days before the end of the new contract-bar period.

603. Strikers Deemed Employees. -- Strikers shall be deemed to be employees even though replaced by other workers for representation purposes only, and may be entitled to vote in any election conducted within 12 months after the commencement of the strike.

604. Employee Representation. -- a. Any employer, union or employee may petition the Idaho Department of Labor and Industrial Services to conduct an investigation and/or hearing in order to determine whether the majority of the employees of any given business wish union representation and what union they wish to be represented by. Such petition must fully set forth and allege the exact question concerning the representation of employees in the collective bargaining unit. The request must state fully the name of the employer, the place of business, the type of business, the name of the labor organization or organizations involved, and if the request is made by the employer, it must include a list of employees employed in said unit.

b. If the request is made by a union, such union must submit written statements or authorization cards from at least 30% of those in the unit to establish that there is such a question of representation, except in establishments having less than six employees, in which case 25% of the employees involved will be deemed sufficient. A description of the bargaining unit must be given.

c. When a question arises concerning representation of employees in a collective bargaining unit, an investigation will be made by the Department of Labor and Industrial Services in order to determine the wishes of the majority of the employees in said unit.

d. In any such investigation, a hearing may be held after giving due notice to all interested parties as provided for in the procedural rules of the Department of Labor and Industrial Services and as hereafter set out. If, as a result of such hearing or investigation, the parties agree which union, if any, may properly represent them, a certification will then be made and issued by the Director of Labor and Industrial Services designating the union for bargaining purposes. If after such a hearing and/or investigation, there is any doubt as to the wishes of the majority of the employees employed in said unit, a time and place will be scheduled to permit the employees to vote by secret ballot.

e. In all cases where a secret ballot is taken, the ballot shall be prepared by the Department of Labor and Industrial Services so as to permit a vote for or against representation by anyone named on the ballot. In case of two or more unions, a place shall be provided for a vote against any union.

f. The investigation and hearing may be waived by consent of the parties pursuant to written stipulation by all parties involved and a cross-check may be conducted by representatives of the Department of Labor and Industrial Services. Such cross-check will be made by comparing the signatures or names appearing on the employer's payroll with signatures which appear on the authorization cards submitted by the union involved. At such cross-check, no representatives will be permitted to be present except the representatives of the Idaho Department of Labor and Industrial Services. The Department may, at its discretion, also question individual employees.

g. If it becomes necessary to conduct an election, such election will be held only after appropriate notice is posted by the Department in a conspicuous place where the employees are employed. Whenever possible, the election will be held on the premises of the employer and at a time calculated to best permit all employees who are eligible to vote, and so far as possible at a time which will minimize the disruption of the employer's business. Such notice must be posted at least 24 hours before the election and in those cases, where because of the nature of the shifts a longer time is necessary, it shall be so given. Every effort will be made to hold the election reasonably soon after the twenty-four hour period except in those exceptional cases.

h. The parties involved may each designate and have present at the election one (and only one) observer. Neither management nor union officials may act as observers. Employees having the right to hire or fire or to effectively recommend hiring or firing will be considered as management personnel of the employer and will not be permitted to vote at such election or to act as observers. No member of an employer's immediate family will be eligible to vote at such representation election or to act as an observer, or any principal stockholder owning 10% or more of the company stock.

i. All employees in said bargaining unit who are on the payroll at the time the petition was received in the Idaho Department of Labor and Industrial Services may vote. Regular part-time employees will be permitted to vote. Casual part-time employees or workers who are only employed for a limited period will not be permitted to vote.

j. Any interested party or the representative of the Idaho Department of Labor and Industrial Services may challenge the eligibility of any person to participate in the election for cause under these rules. The ballots of such challenged person shall be impounded. Upon the conclusion of the election and before the ballots are counted, the parties will be permitted to offer evidence in support of their contentions as to eligibility to vote after which time a ruling will be made sustaining or overruling the objection. If overruled, the ballot will be placed in the ballot box.

k. Ballots prepared by the Idaho Department of Labor and Industrial Services will set forth the question involved. One ballot will be given to each eligible voter. Such ballots are not to be signed by the voters. Voters will be requested to place an "X" in a square which will require only "YES" or "NO" votes. The ballot shall be prepared so as to permit a vote against any representation.

l. A petition in a union shop for an election to determine whether there should be any union representation or not may be filed with the Idaho Department of Labor and Industrial Services. In such petition, it must be shown that at least 30% or more of the employees in the unit covered by the agreement desire such deauthorization. Only the employees who are in the bargaining unit will be counted for this purpose subject to the provisions of Regulation 602.

m. The demand or petition set forth in Regulation 604(l) above need not be made in any particular form, but shall comply with the procedural rules of the Department. No such election as set forth in Regulation 604(l) above shall be conducted among employees presently covered by a valid collective bargaining agreement, except when filed in accordance with the reopening or termination clause of such agreement.

n. An existing collective bargaining agreement shall be a bar to any representation election except as provided for within Regulation 604.

o. No election shall be held in any bargaining unit or subdivision thereof, within which a valid election was held in the preceding twelve (12) month period.

CHAPTER G.
SAFETY INSPECTIONS

701. Safety Inspections. -- a. 701 governs the enforcement of Sections 44-104 and 44-105, Idaho Code, as amended.

b. The Director or his representative, will make periodic inspections in places of employment covered by this Act to ascertain whether there exists any violation of any law of this State relating to safety and/or sanitary conditions or practices, or whether the place of business and/or equipment is constructed and maintained in conformity with applicable, reasonable standards of safety and/or sanitation, or whether any owner, lessor, lessee, agent, operator, manager, or any other person in charge, is violating applicable minimum safety standards adopted by the Industrial Commission of the State of Idaho.

c. When such places of employment are found to be in violation of the standards set forth and referred to in 701(b), the Director, or his representative, may cause to be served a written order and/or notice upon the owner, lessor, lessee, agent, operator, manager, or other person in charge of such place of employment, stating in detail the unsafe and/or unsanitary condition of minimum safety standard being violated, and specifying a length of time within which such unsafe and/or unsanitary conditions must be corrected. In the event the unsafe and/or unsanitary condition is not corrected within the length of time specified, or if the Director, or his representative, finds that conditions or practices are such that an unsafe and/or unsanitary condition exists which could reasonably be expected to cause death or serious physical harm immediately, or before the condition of such unsafe and/or unsanitary condition could be eliminated, the Director, or his representative, shall determine the extent of the area where such unsafe and/or unsanitary condition exists and will thereupon issue an order or notice requiring the owner, lessor, lessee, agent, operator, manager, or other person in charge, to cause all persons, except those whose presence in such area is necessary to eliminate the danger of unsanitary condition described in the order, to be withdrawn from and restrained from entering such area or areas. Such areas will then be posted by the Director, or his representative, and as set forth in Section 44-104, Idaho Code, it is a misdemeanor to remove or deface such posted order or notice of such unsafe and/or unsanitary condition without permission to do so from the Director, or his representative.

d. Should the owner, lessor, lessee, agent, operator, manager, or other person in charge of a place of employment who has been notified to comply with the requirements stated in any notice of an unsafe and/or unsanitary condition, fail or refuse such compliance, such person shall as provided in Section 44-105, Idaho Code, be deemed guilty of a misdemeanor, and each day's continuance of such neglect or refusal shall be a separate offense, and the Director or his representative, may maintain an action in the name of the State of Idaho to enjoin such person from doing any act in violation of any order or notice issued by the Director, or his representative, pursuant to Sections 44-104 and 44-105, Idaho Code, as amended, or from doing any act which interferes with, hinders, or delays the Director, or his representative, from carrying out his duties. Such action will be brought in the District Court in the district in which said acts, or some of them, are claimed to have been or are being committed.

e. Reasonable standards for safety and sanitation are the following safety codes: the Idaho Industrial Commission promulgated under Chapter 7, Title 72, Idaho Code; the Idaho Mine Inspector promulgated under Chapter 1, Title 44, Idaho Code; the American Society for Mechanical Engineers; the United States of America Standards Institute; the National Fire Codes adopted by the National Fire Protection Association; the Idaho State Plumbing Board; the Idaho Electrical Board; and the Idaho Department of Health and Welfare.

CHAPTER H.
MISCELLANEOUS

801. All Other Matters. -- a. All other matters coming before the Director of Labor and Industrial Services or the Department of Labor and Industrial Services of the State of Idaho will be commenced, handled, and disposed of in accordance with the Rules of Practice and Procedure of the Idaho Department of Labor and Industrial Services and with Chapter 52, Title 67, Idaho Code, and with the other appropriate statutes.

CHAPTER I.
RULES OF PRACTICE AND PROCEDURE

901. General Provisions. -- a. These rules shall govern all practice and procedure before the Idaho Department of Labor and Industrial Services except as otherwise indicated in the Substantive Rules of the Department.

b. The presiding officer, as used in these rules, shall mean the Director of Labor and Industrial Services or any person appointed by the Director to act as presiding officer for the purpose of conducting hearings and procedures under these rules.

c. The office of the Department of Labor and Industrial Services is at Boise, Idaho. The Department's address unless otherwise indicated in a particular manner will be the Idaho Department of Labor and Industrial Services, 317 Main Street, Room 400, Statehouse, Boise, Idaho, 83720.

d. All communications and documents concerning any matter covered by these rules should be addressed to the above mentioned office of the Idaho Department of Labor and Industrial Services and not to individual staff members of the Idaho Department of Labor and Industrial Services.

e. Transcripts of hearings will be taken in accordance with the provisions of Section 67-5209f, Idaho Code. In all contested hearings, a transcript will be furnished at cost to all parties involved upon request.

f. Any party desiring the taking of stenographic notes by a qualified court reporter must make a request for such court reporter at least five (5) days before the date of the hearing and must submit to the Department the name of a qualified court reporter who is available on the date set for the hearing. The party requesting the court reporter shall bear the expense of the court reporter's fees and costs and shall furnish the Department with a copy of said transcript without charge, when the court reporter's transcript is the official transcript of the hearing.

902. Appearances, Practice and Rights of Parties. -- a. At any hearing, all parties to the proceeding shall be entitled to enter an appearance, to introduce evidence, to examine and cross-examine witnesses, to make arguments and to generally participate in the conduct of the proceedings.

b. Other parties determined by the Director or presiding officer to be directly or substantially affected by the proceedings may enter an appearance, introduce evidence, and subject to the discretion of the Department or presiding officer, may otherwise participate in the conduct of the meeting of the proceeding.

c. Parties shall enter their appearances at the beginning of the hearing by giving their names and addresses, stating their positions and who they represent or what their interest in the proceeding is.

d. A party may appear in person, may be represented by an agent, or by an attorney admitted to practice in the State of Idaho.

e. Attorneys from other states may appear when associated with an attorney admitted to practice in the State of Idaho.

f. Copies of all notices, pleadings, and other documents in any proceeding before the Department of Labor and Industrial Services will be served upon all the parties involved in the hearing or proceeding.

g. Notices, pleadings and documents may be served upon the attorneys or representatives of the parties who have such attorneys or representatives.

h. No former employee of the Department of Labor and Industrial Services or member of the Attorney General's staff may at any time after serving his employment with the Department or with the Attorney General's office appear as a representative on behalf of other parties in a proceeding in which he previously took an active part as a representative of the Department or Attorney General's office and no former employee of the Department shall appear as an expert witness in relation to any matter in which he took an active part on behalf of the Department.

903. Pleadings and Parties. -- a. All pleadings before the Department shall be verified.

b. Upon the filing of any pleading with the Department it will be inspected by the Department and if found to be defective or insufficient, the Department, on the motion of any party, may after notice to all parties strike the document from the records or require its amendment as the case may indicate.

c. Pleadings may be amended only by or with leave of the Department or the presiding officer.

d. All pleadings shall be so drawn as to advise the Department and all parties to the proceedings, fully and completely of the nature and material allegations of the party.

e. Petitions are pleadings by which an administrative proceeding is commenced and also all other pleadings praying for affirmative relief and requests to be permitted to intervene or requests for rehearing.

f. Whenever a petition is filed with the Department, the respondent shall satisfy or answer the petition.

g. A party against whom a petition is directed who desires to contest the same or make any representation to the Department connected therewith may file an answer thereto.

h. Answers shall be filed with the Department within ten days after service of petition or wage claim. Upon proper showing, time within which to file an answer may be extended by the Director.

i. An answer is a pleading in response to a petition.

j. If a party fails to answer within the presribed time, but appears at a hearing, he shall be deemed to have denied generally the allegations of the petition, and shall be precluded except with the consent of the opposing parties and the agency from setting up any affirmative defenses in the proceeding, and the Department shall proceed with the matter solely upon the issues set forth in the petition.

k. Persons filing petitions shall be referred to as plaintiffs. Persons against whom petitions are filed shall be referred to as respondents.

l. Any person adversely affected by a ruling or order made as a result of a proceeding before the Director of Labor and Industrial Services or his representative shall have the right to file a written protest with the Department. The agency may proceed with the protest either summarily or by hearing, at its discretion, but shall give notice of the manner in which it will proceed to all parties involved in the particular proceeding. Any such protest shall be in writing and filed in the Department within five (5) days from the date of hearing.

904. Intervention. -- a. Persons other than the original parties to the proceeding who are directly and substantially affected by the proceeding shall secure an order from the Department or presiding officer granting leave for being allowed to participate.

b. The granting of leave to intervene or otherwise appear in a proceeding shall not be construed to be a finding or determination of the Department that such party will or may be a party aggrieved by such ruling or decision of the Department for purposes of court review or appeal.

c. Petitions for leave to intervene must be in writing, must clearly identify the proceeding in which it is sought to intervene, must set forth name and address of petitioner and make a clear and concise statement of the direct and substantial interest of the petitioner in such proceedings, and must state in the manner in which the petitioner will be affected by such proceedings.

d. If the petitioner for intervention desires affirmative relief, his petition must contain a clear and concise statement of relief sought and the basis therefor.

905. Filing and Service. -- a. An original and one legible copy of all pleadings shall be file with the Department after service upon the opposing party. Proof of service shall be made as outlined in this rule.

b. All notices and other documents served by the Department may be served by certified mail, return receipt requested, and service thereof shall be deemed complete when a true copy of such paper or document properly addressed to the persons's last known address and stamped is deposited in the United States mail.

c There shall appear on the original of every pleading filed with the Department, proof of service thereof by acknowledgement of service or on a certificate substantially as follows:

> "I hereby certify that I have this day served the foregoing document upon all parties of record in this proceeding (by delivering a copy thereof in person to ______________________________) (by mailing a copy thereof properly addressed with postage prepaid to ______________________________)
>
> Dated at __________, __________, this __________ day of __________, 19____.
>
> ______________________
> (Signature)"

d. Answer to petitions shall be filed with the Department and service thereof made upon the parties of record within ten days after the service of the petition or wage claim, unless for good cause, the Department or the presiding officer has extended the time within which answer may be made.

e. All motions must be filed before the answer is due, otherwise such objections must be raised by answer.

f. All motions must be filed within five (5) days after service of the pleadings to which they are directed, unless otherwise provided by the Department.

g. Computation of time under these rules shall be as provided for by Law and the Idaho Rules of Civil Procedure in district courts.

906. Pre-Hearing Conferences. -- a. The Department may, upon written notice to all interested parties, hold a pre-hearing conference in any matter before it for any of the purposes set forth in the Idaho Rules of Civil Procedure.

b. The actions taken at such pre-hearing conference and the agreements there made by the parties shall be made a part of the record of the proceedings and when approved, such actions will control the course of all subsequent proceedings in the matter, unless later modified.

907. Hearings. -- a. Hearings will be held before the Director of Labor and Industrial Services or his duly appointed presiding officer, as the case may be.

b. The Director of Labor and Industrial Services or his authorized representative will give notice of the place, date and hour for the hearing to all parties concerned in the matter, a reasonable time before the time set for such hearing.

c. If the plaintiff fails to appear at the hearing, the Department may, with or without prejudice, dismiss the petition or wage claim, or may for good and sufficient cause recess said hearing to a later date.

d. If the respondent or employer fails to appear at the hearing, the Department may find in favor of the plaintiff and grant the plaintiff such relief for the petition or wage claim as is provided for by law, or may for good and sufficient cause recess the hearing to a later date.

e. All costs incurred by reasons of any party's non-appearance may be assessed against such non-appearing party, and no proceeding or action shall be entertained on behalf of the non-appearing party by the Department until such assessed costs are paid.

f. All testimony to be considered by the Department, except in matters relating to rule making, shall be sworn testimony.

g. Except as provided for in 907(f), each person before taking the witness stand shall swear or affirm that the testimony he is about to give in the hearing before the agency shall be the truth, the whole truth and nothing but the truth.

h. All written testimony is required to be in affidavit form, except as otherwise provided by these rules.

i. The order of procedure shall be determined by the Director of Labor and Industrial Services or the presiding officer, as the case may be.

j. Evidence will ordinarily be received and presented in the following order:

i. Plaintiff.
ii. Agency staff.
iii. (a) Respondents, (b) Intervenors, or (c) Protestants.
iv Rebuttal by Plaintiff.
v. Rebuttal by the parties listed in 2, 3, and 4 above.

k. With the approval of the Director of Labor and Industrial Services or presiding officer, the parties may stipulate as to any fact or facts in issue, either in writing or by oral statements shown in the record.

l. Any stipulation shall be binding upon all parties so stipulating and may be regarded by the Department as evidence at the hearing.

m. The Department may, if it deems necessary, require proof by evidence of any facts so stipulated, notwithstanding the stipulation of the parties. The admission of evidence before the Department shall be governed by Section 67-5210, Idaho Code.

n. Subpoenas requiring the attendance of a witness from any place in the state to any designated place of hearing for the purpose of taking testimony of such witness orally before the Department or presiding officer may be issued, as provided by law, by the Director of Labor and Industrial Services or presiding officer upon application in writing.

o. The Department, as a condition of issuing such a subpoena, may require the party applying therefor to prepay fees of the witness.

p. Subpoenas for the production of books, papers, accounts, records or other documents will be issued only upon written application specifying the particular documents desired to be subpoenaed and the use to be made thereof.

q. The Department may, upon motion promptly made, limit or quash a subpoena if the request is unreasonable or oppressive.

r. The Director or his representative may in any investigation or hearing before the Department cause the deposition of witnesses residing within or without the state to be taken in the manner prescribed by law for like depositions in civil actions in the district courts of this state; and to that end, may compel the attendance of witnesses and the production of documents, papers, and accounts as above set forth.

s. The Department is directed by law to deal with evidentiary matters as provided for in Section 67-5210. Opportunity to contest such matters shall be afforded to all parties.

t. The Director of Labor and Industrial Services or presiding officer shall rule on the admissability of all evidence subject to the requirements of law. If objections are made to the admission or exclusion of evidence, the grounds relied upon shall be stated briefly. Formal exceptions to such rulings are unnecessary and need not be taken.

u. An offer of proof for the record shall consist of a statement of the substance of the evidence to which objections have been sustained and the names and addresses of the persons who would so testify.

908. Decisions and Orders. -- a. A proceeding shall stand submitted for decision by the Department after the taking of evidence and after the time for submission of any additional evidence and/or filing of briefs and presentation of oral arguments unless otherwise specifically provided for in the hearing.

b. When a proceeding stands submitted for final decision on the merits, the Department shall decide the issue presented thereby and issue a final decision, Findings of Fact, Conclusions of Law and Order, as required by Section 67-5211 and 67-6212.

c. The Department may, in its discretion, request proposed Findings of Fact, Conclusions of Law and Orders.

d. Parties and/or their representatives, shall be served copies of any orders or decisions, either personally or by mail.

909. Rehearings. -- a. Any party to a proceeding who is affected by an order of the Department may apply for a rehearing within fifteen (15) days after service of the order.

b. Petitions for rehearing shall conform to the requirements of these rules and regulations.

c. Petitions for rehearings may be determined either summarily or in accordance with the procedure for regular hearing, at the discretion of the Department or presiding officer.

d. Any other party to the proceeding may answer a petition for rehearing within seven (7) days after it has been filed.

910. Procedure under Idaho Code, Sections 67-5206 and 67-5208. -- a. An interested person or persons filing a petition under Idaho Code, Section 67-5206 or 67-5208 will be denominated the petitioner.

b. The petition will be substantially as follows:

BEFORE THE DEPARTMENT OF LABOR
AND INDUSTRIAL SERVICES,
STATE OF IDAHO

Petition of
(Name of Petitioner)

Petition of
(Promulgation, Amendment or Repeal of
Declaratory Ruling, whichever is appropriate)

c. All paragraphs on the petition will be numbered and centered on the page.

d. The first paragraph will outline the interest of the petitioner in the matter.

e. The second paragraph shall: (A) describe the nature of the rule urged to be promulgated and the petitioner's suggested rule; or in the case of the amendment the citation of the rule desired to be amended and petitioner's suggested amendment; or in the case of repeal the citation of the rule; or (B) in proceedings under I.C.S. 67-5208 indicate the rule, statute or order which petitioner feels is applicable to his situation.

f. In the discretion of the Department I.C.S. 67-5208 matters may be set for rule making or proceedings under I.C.S. 67-5206.

911. Hearing Procedure for Adoption of Rules. -- a. At all hearings a sign-in roster will be kept at the entrance and all persons attending such hearing may sign the roster and such names will be included in the official record.

b. If the hearing is held for the adoption, amendment or repeal of procedural rules; (A) The manner in which testimony and evidence may be presented, either orally or in writing, will be determined by the Department or presiding officer and such determination will be set out in the notice of hearing. (B) If only written testimony is deemed acceptable by the Department or presiding officer, then such testimony and exhibits, documents and data must be submitted to the Department at least three (3) days prior to the date set for the hearing. (C) If oral testimony is permitted, the manner of testifying and time allowable for oral presentation will lie in the discretion of the Department or the presiding officer and any exhibits, documents and data may be introduced during oral presentation.

c. If oral and written testimony are permitted by the Department; (A) Such will be set out in the notice of hearing, and the conduct of the hearing, order of business, and time allotted for oral discussion, presentations, and arguments will be in the sole discretion of the presiding officer. (B) Any exhibits may, and statement and exhibits of persons unable to attend the hearing must, be sent to the Department at least three (3) days prior to the hearing date. The presiding officer will have sole discretion as to whether to read the documents in toto or summarize them for the transcript. In any event, they will become, in toto, part of the record.

d. In every hearing where oral discussion, argument or presentation is allowed, every person will be given the opportunity to be heard at least once prior to any person's being heard for the second time.

e. All oral and written statements, documents, evidence and testimony must be relevant to the topic of the hearing and the presiding officer will be the sole judge of such relevancy.

f. The official record of the hearing will contain a verbatim account of all oral testimony, argument and presentation, copies of exhibits and written evidence introduced, a list of all persons in attendance as taken from the sign-in roster, a certificate by the official hearing reporter as to the correctness of the record, and an affidavit executed by the presiding officer indicating the mode of public notice and the names of those persons notified pursuant to Section 67-5203 (a)(1), Idaho Code, and any other matters directed to be included by these rules.

g. The presiding officer will be responsible for the general conduct of the hearing and will rule on all evidentiary matters and accept or reject exhibits offered in evidence. Exhibits will be stamped by the hearing officer and will indicate the date and name of the hearing, who the exhibit was introduced by, and bear the initials of the presiding officer.

h. In all hearings other than those conducted pursuant to 67-5206, the Department, when proposing adoption, amendment or repeal of rules and regulations will present their position first and include a citation of authority for the adoption, amendment or repeal of rules and regulations. In those hearings conducted under 67-5206, the petitioner will have the burden of first presenting his position. After the first presentation, the order of presentation for the remainder of the hearing will be in the discretion of the presiding officer.

i. The Department or presiding officer will have the opportunity to ask questions of those persons presenting oral and written testimony and exhibits, statements, documents and data for the purposes of further exploring and amplifying the evidence presented.

j. The presiding officer, upon his own motion or upon motion made by the Department or its staff, if granted, may request supplemental statements from persons presenting oral and/or written testimony and statements to be submitted to him and to be included as part of the record. Such supplemental statements will be submitted to the presiding officer no later than ten (10) days after the close of the hearing. At the expiration of the ten-day period, the presiding officer will prepare an affidavit indicating the acceptance or rejection of such supplemental statements of noncompliance with his request for supplemental statements. The statements so accepted and the affidavit will become a part of the record of the hearing.

k. All persons requesting advance notice of the Department's rule-making proceedings shall notify the Department by letter stating generally their interest in the Department's rules and regulations. Such notification shall be renewed annually on the same date and in the same manner as the original.

EXHIBIT G

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44-1301	Child Labor		Restriction of Employment Under 14
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44-1303	Child Labor		Employer Records to be Kept
44-1304	Child Labor		Working Hours Under 16 Years
44-1305	Child Labor		Penalty for Violation
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22-4102	*Collective Bargaining	Agriculture	Definitions
22-4103	*Collective Bargaining	Agriculture	Labor Board & Fund Created
22-4104	*Collective Bargaining	Agriculture	Employees Rights
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22-4108	*Collective Bargaining	Agriculture	Lawful Activities
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22-4111	*Collective Bargaining	Agriculture	Power of Board - Hearings Penalties
22-4112	*Collective Bargaining	Agriculture	Jurisdiction of District Courts Powers
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33-1272	**Collective Bargaining	Teachers	Definitions
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33-1274	**Collective Bargaining	Teachers	Appointment of Mediator
33-1275	**Collective Bargaining	Teachers	Fact-Finder - Appointment Hearings
33-1276	**Collective Bargaining	Teachers	Intent of Act
44-106	Collective Bargaining	Mediation	Director to Cooperate with Governor
44-107	Collective Bargaining	Elections	Determination of Representatives
44-107A	Collective Bargaining	Elections	Requirement to Negotiate (Does not apply to Public Employees)
44-107B	Collective Bargaining	Elections	Penalties & Violations
44-108	Collective Bargaining	Elections	Exemption - Agriculture & Domestic
44-1801	Collective Bargaining	Fire Fighters	Definitions

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44-1803	Collective Bargaining	Fire Fighters	Recognition of Exclusive Agent
44-1804	Collective Bargaining	Fire Fighters	Obligation to Bargain
44-1805	Collective Bargaining	Fire Fighters	Fact Finding - Submission
44-1806	Collective Bargaining	Fire Fighters	Fact Finding - Appointment
44-1807	Collective Bargaining	Fire Fighters	Agreement - Contract Term
44-1808	Collective Bargaining	Fire Fighters	Request to Bargain
44-1809	Collective Bargaining	Fire Fighters	Notice of Hearing
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18-7301	Discrimination	General	Civil Rights
18-7302	Discrimination	General	Definition
18-7303	Discrimination	General	Denial of Rights
44-1701	Discrimination	Sex	Definitions
44-1702	Discrimination	Sex	Discriminatory Payment Based on Sex - Prohibited
44-1703	Discrimination	Sex	Powers & Duties of Director
44-1704	Discrimination	Sex	Procedure for Collecting Wages
11-206	Garnishment		Definitions
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44-1102	Hours of Work	Public Works	8 Hour Day - Exceptions
44-1103	Hours of Work	Public Works	Penalty for Violations
44-1104	Hours of Work	Mines	8 Hour Day
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44-1106	Hours of Work		Penalty (1104 & 1105)
44-1201	Hours of Work	State Policy	Declaration
44-1202	Hours of Work	State Policy	Compensible Time - Determination
44-1203	Hours of Work	State Policy	Compensible Pay - Provision Unaffected
44-1204	Hours of Work	State Policy	Short Title
18-711	Labor Disputes		Strike Breakers Prohibited
18-712	Labor Disputes		Civil Liability
44-701	Labor Disputes	Collective Bargaining	State Policy
44-702	Labor Disputes	Collective Bargaining	Contract - Individual Employer Employee for or against Union Membership
44-703	Labor Disputes	Collective Bargaining	Injunctions
44-704	Labor Disputes	Collective Bargaining	Immunity from Civil or Criminal Liability
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45-411	Liens	Loggers	Rules of Practice -Appeals
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* Under the Department of Employment, but is included for information purposes only.

** Not under the Department of Labor and Industrial Services, but is included for information purposes only.

TITLE 11 - ENFORCEMENT OF JUDGMENTS IN CIVIL ACTIONS

CHAPTER 2
PROPERTY SUBJECT TO EXECUTION - EXEMPTIONS

11-206. DEFINITIONS. For the purpose of section 11-207, Idaho Code, the term:

1. "Earnings" means compensation paid or payable for personal services, whether denominated as wages, salary, commission, bonus, or otherwise, and includes periodic payments pursuant to a pension or retirement program.

2. "Disposable earnings" means that part of the earnings of any individual remaining after the deduction from those earnings of any amounts required by law to be withheld.

3. "Garnishment" means any legal or equitable procedure through which the earnings of any individual are required to be withheld for payment of any debt.[I.C., Sec 11-206, as added by 1970, ch. 11, Sec 2, p. 18.]

11-207. RESTRICTION ON GARNISHMENT -- MAXIMUM. (1) Except as provided in subsection (2) of this section, the maximum amount of the aggregate disposable earnings of an individual for any work week which is subjected to garnishment shall not exceed (a) twenty-five per cent (25%) of his disposable earnings for that week, or (b) the amount by which his disposable earnings for that week exceed thirty (30) times the federal minimum hourly wage prescribed by 29 U.S.C.A. 206(a)(1) in effect at the time the earnings are payable, whichever is less. In the case of earnings for any pay period other than a week, the Idaho commissioner of labor shall by regulation prescribe a multiple of the federal minimum hourly wage equivalent in effect to that set forth in (b) of this subsection.

(2) The restrictions of subsection (1) of this section shall not apply in the case of any order of any court for the support of any person, any order of any court of bankruptcy under chapter XIII of the Bankruptcy Act, or any debt due for any state or federal tax.[I.C., Sec 11-207, as added by 1970, ch. 11, Sec 3, p. 18.]

TITLE 18 - CRIMES AND PUNISHMENTS

CHAPTER 7
ARRESTS AND SEIZURES OF PERSONS OR PROPERTY - SPECIAL OFFICERS

18-711. UNLAWFUL EXERCISE OF FUNCTIONS OF PEACE OFFICERS -- UNLAWFUL IMPORTATION OF POLICE OFFICERS -- SUPPRESSION OF VIOLENCE -- EXCEPTIONS. 1. Any person who shall in this state unlawfully exercise or attempt to exercise the functions of, or hold himself out to any one as, a deputy sheriff, marshal, policeman, constable or peace officer, or any person, whether acting in his own behalf or as an officer of the law, or as the authorized or unauthorized agent or representative of another, or of any association, corporation or company, who shall bring or cause to be brought, or aid in bringing into this state any armed or unarmed police force or detective agency or force, or any armed or unarmed body of men for the suppression of domestic violence, shall be guilty of a felony, and on conviction thereof shall be punished by imprisonment in the state prison for not less than two (2) years and not more than five (5) years: provided, that the legislature, or the executive when the legislature can not be convened, may call upon the lawfully constituted authorities of the United States for the protection against invasion and domestic violence, as provided in section 4 of article 4 of the Constitution of the United States.

2. This section shall not apply to a law enforcement officer who pursuant to an interlocal cooperation plan upon receiving an emergency request from an Idaho law enforcement officer enters Idaho to give assistance; nor shall this section apply to the Idaho law enforcement officer who makes a request for emergency assistance.[I.C., Sec 18-711, as added by S.L. 1972, ch. 336, Sec 1, p. 863; am. 1975, ch. 130, Sec 1, p. 287.]

18-712. CIVIL LIABILITY FOR IMPORTING POLICE OFFICERS OR ARMED MEN. Any person, officer, company, association or corporation who shall knowingly bring, or cause to be brought, or aid in bringing, into this state any armed or unarmed police force; detective agency or force, or armed or unarmed body of men for the suppression of domestic violence, shall be liable in a civil action to any person for any injury to person or property through the action, or as the result of the coming or bringing into the state of such body of men, or any of them, whether acting together or separately in carrying out the purpose for which they were brought or came into the state.[1890-1891, p. 15, Sec 3; reen. 1899, p. 9, Sec 3; reen. R.C. & C.L., Sec 6547; C.S., Sec 8208; I.C.A., Sec 17-1031; reen. 1972, ch. 336, Sec 1, p. 864.]

CHAPTER 73
CIVIL RIGHTS

18-7301. FREEDOM FROM DISCRIMINATION CONSTITUTES A CIVIL RIGHT. The right to be free from discrimination because of race, creed, color, sex, or national origin is recognized as and declared to be a civil right. This right shall include, but not be limited to:

(1) The right to obtain and hold employment without discrimination.

(2) The right to the full enjoyment of any of the accommodations, facilities or privileges of any place of public resort, accommodation, assemblage or amusement.[I.C., Sec 18-7301, as added by 1972, ch. 336, Sec 1, p. 980.]

18-7301A. FREEDOM OF CHOICE IN TREATMENT. The right of any person to use amygdalin (laetrile) as an adjunct in the treatment of any physical condition of the human body shall not be denied, interfered with, or obstructed by any other person.[1978, ch. 129, Sec 1, p. 290.]

18-7302. DEFINITIONS. Terms used in this chapter shall have the following definitions:

(a) "Every person" shall be construed to include any owner, lessee, proprietor, manager, agent or employee whether one or more natural persons, partnerships, associations, organizations, corporations, cooperatives, legal representatives, trustees, receivers, of this state and its political subdivisions, boards and commissions, engaged in or exercising control over the operation of any place of public resort, accommodation, assemblage or amusement.

(b) "Deny" is hereby defined to include any act which directly or indirectly, or by subterfuge, by a person or his agent or employee, results or is intended or calculated to result in whole or in part in any discrimination, distinction, restriction, or unequal treatment or the requiring of any person to pay a larger sum than the uniform rates charged other persons, or the refusing or withholding from any person the admission, patronage, custom, presence, frequenting, dwelling, staying, or lodging in any place of public resort, accommodation, assemblage, or amusement except for conditions and limitations established by law and applicable alike to all persons, regardless of race, creed or color.

(c) "Full enjoyment of" shall be construed to include the right to purchase any service, commodity or article of personal property offered or sold on, or by, any establishment to the public, and the admission of any person to accommodations, advantages, facilities or privileges of any place of public resort, accommodation, assemblage or amusement, without acts directly or indirectly causing persons of any particular race, creed or color, to be treated as not welcome, accepted, desired or solicited.

(d) "National origin" includes "ancestry."

(e) "Any place of public resort, accommodation, assemblage or amusement" is hereby defined to include, but not to be limited to any public place, licensed or unlicensed, kept for gain, hire or reward, or where charges are made for admission, service, occupancy or use of any property or facilities, whether conducted for the entertainment, housing or lodging of transient guests, or for the benefit, use or accommodation of those seeking health, recreation or rest, or for the sale of goods and merchandise, or for the rendering of personal services, or for public conveyance or transportation on land, water or in the air, including the stations and terminals thereof and the garaging of vehicles, or where food or beverages of any kind are sold for consumption on the premises, or where public amusement, entertainment, sports or recreation of any kind is offered with or without charge, or where medical service or care is made available, or where the public gathers, congregates, or assembles for amusement, recreation or public purposes, or public halls, public elevators and public washrooms of buildings and structures occupied by two or more tenants, or by the owner and one or more tenants, or any public library or any educational institution wholly or partially supported by public funds, or schools of special instruction, or nursery schools, or day care centers or children's camps; nothing herein contained shall be construed to include, or apply to, any institute, bona fide club, or place of accommodation, which is by its nature distinctly private provided that where public use is permitted that use shall be covered by this section; nor shall anything herein contained apply to any educational facility operated or maintained by a bona fide religious or sectarian institution; and the right of a natural parent in loco parentis to direct the education and upbringing of a child under his control is hereby affirmed.[I.C., Sec 18-7302, as added by 1972, ch. 336, Sec 1, p. 981.]

18-7303. DENIAL OF RIGHT TO WORK OR ACCOMMODATIONS A MISDEMEANOR. Every person shall be guilty of a misdemeanor who denies to any other person because of race, creed, color, sex, or national origin the right to work: (a) by refusing to hire, (b) by discharging, (c) by barring from employment, or (d) by discriminating against such person in compensation or in other terms or conditions of employment; or who denies to any other person because of race, creed, color, sex, or national origin, the full enjoyment of any of the accommodations, advantages, facilities or privileges of any place of public resort, accommodation, assemblage, or amusement, provided, however, that denial of the right to work on the basis of sex shall be permissible in situations where sex is a bona fide occupational qualification reasonably necessary to the normal operation of the business.[I.C., Sec 18-7303, as added by 1972, ch. 336, Sec 1, p. 981.]

TITLE 22 - AGRICULTURE AND HORTICULTURE

CHAPTER 41
AGRICULTURAL LABOR LAW

22-4101. SHORT TITLE. This act shall be cited as the "Idaho Agricultural Labor Act."[1972, ch. 204, Sec 1, p. 563.]

22-4102. DEFINITIONS. (1) "Person" means one (1) or more individuals, labor organizations, partnerships, associations, corporations, legal representatives, trustees, trustees in bankruptcy, or receivers.

(2) "Employer" means any person who regularly employs any person in agricultural work, and any person acting as an agent of an employer. In determining whether any person is acting as an "agent" of another person so as to make such other person responsible for his acts, the question of whether the specific acts performed were actually authorized or subsequently ratified shall not be controlling.

(3) "Employee" means any individual employed by an employer as defined in subsection (2) of this section in agricultural work, and shall not be limited to the employees of a particular employer unless this chapter explicitly states otherwise. However, the term "employee" shall not include any individual employed in the domestic service of any family or person at his home, or any individual employed by his parent or spouse, independent contractors, and those engaged in sharecrop operation, or confidential or clerical employees, guards, and supervisors, or any individual employed by any person who is not an employer as defined in subsection (2) of this section.

(4) "Representative" means any individual or labor organization or agent thereof.

(5) "Labor organization" means any organization of any kind or any agency or employee representation committee or plan in which employees employed by any person participate, and which exists for the purpose, in whole or in part, of dealing with employers or persons concerning grievances, labor disputes, wages, rates of pay, hours of employment, or conditions of work.

(6) "Labor dispute" means any controversy between an employer and the majority of his employees in a collective bargaining unit concerning the right or process or details of collective bargaining or the designation of representatives.

(7) "Secondary boycott" means engaging in any of the acts defined in subsections (6), (7) and (8) of section 22-4107.

(8) "Supervisor" means any individual having authority, in the interest of the employer, to hire, transfer, suspend, lay off, recall, promote, discharge, assign, reward, or discipline other employees, or responsibility to direct them, or to adjust other grievances, or effectively to recommend such action, if in connection with the foregoing the exercise of such authority is not of a merely routine or clerical nature, but requires the use of independent judgment.[1972, ch. 204, Sec 2, p. 563.]

22-4103. AGRICULTURAL LABOR BOARD AND FUND CREATED. (1) There is hereby created and maintained in the department of employment pursuant to section 20, article IV, of the constitution of the state of Idaho a board to be known as the Idaho agricultural labor board, herein called the "board," which shall be composed of five (5) members, appointed by the governor and subject to confirmation by the senate. Two (2) of the members shall be appointed from a list of names submitted by labor organizations. Two (2) shall be appointed from a list of names submitted by agricultural producer groups. One (1) member shall be a representative of the public and shall be selected from a mutually agreed upon list of not less than three (3) persons submitted to the governor by the four (4) other members of the board. The public representative of the board will act as its chairman. The initial terms of office of the members of the board shall be two (2) years for one (1) of the labor representatives and one (1) of the management representatives, and four (4) years for the other labor representative and the other management representative and three (3) years for the chairman. Thereafter all terms shall be for a period of four (4) years. Each member of the board shall be eligible for reappointment and shall hold office until his successor is appointed and qualified. In the event of vacancy, the governor shall, within one (1) month, appoint a successor to fill the unexpired term of his predecessor. All appointments to the board shall be made in conformity with the foregoing plan.

(2) A vacancy on the board shall not impair the right of the remaining members to exercise all the powers of the board, and three (3) members of the board shall constitute a quorum. The board may adopt an official seal and prescribe the purposes for which it shall be used.

(3) The board shall, at the end of every year, make a report in writing to the governor, stating the work it has done in hearing and deciding cases and otherwise, and it shall sign and report in full an opinion in every case decided by it.

(4) Each member of the board shall be compensated as provided by section 59-509(f), Idaho Code.

(5) The board may employ clerical and other employees as necessary, or may authorize, by written agreement, the director of the department of employment to provide such clerical or other services as the board deems necessary.

(6) The principal office of the board shall be in Boise, but it may meet and exercise any or all of its powers at any other place within the state. The board may, by one (1) or more of its members or by such board agents as it may designate, conduct in any part of this state any proceeding, hearing, investigation, inquiry or election necessary to the performance of its functions. A member who participates in any such proceeding shall not be disqualified from subsequently participating in a decision of the board in the same case.

(7) The board shall have the authority from time to time to make, amend, and rescind such rules and regulations as may be necessary to carry out the provisions of this act. Rules and regulations under this act shall be promulgated and governed according to the provisions of chapter 52, title 67, Idaho Code.[1972, ch. 204, Sec 3, p. 563; am. 1974, ch. 16, Sec 1, p. 304; am. 1976, ch. 51, Sec 7, p. 173; am. 1980, ch. 247, Sec 19, p. 595.]

22-4104. EMPLOYEES' RIGHTS. Employees shall have the right to self-organization, to form, join or assist labor organizations, to bargain collectively through representatives of their own choosing, to be employed by any employer willing to employ them, and shall also have the right to refrain from any or all of such activities except to the extent that such right may be affected by an agreement requiring financial contributions to a labor organization as a condition of continued employment as authorized in subsection (3) of section 22-4106.[1972, ch. 204, Sec 4, p. 563.]

22-4105. EMPLOYERS' RIGHTS. An employer has the right to manage his operations, to hire employees from any lawful source, to decide what crops or other products to produce, to determine methods and equipment or machinery to be used, to use any lawful pesticides, herbicides, or fungicides, to contract work out, for himself or members of his family or his supervisors to work on his own operations, or to discontinue or sell his operations.

This section shall not prevent an employer from negotiating with regard to work safety, job protection and other terms and conditions of employment.[1972, ch. 204, Sec 5, p. 563.]

22-4106. UNFAIR LABOR PRACTICES -- EMPLOYERS. It shall be an unfair labor practice for an employer:

(1) To interfere with, restrain or coerce employees in the exercise of the rights guaranteed in section 22-4104.

(2) To dominate or interfere with the formation or administration of any labor organization or contribute financial or other support to it.

(3) To discriminate in regard to hiring or tenure of employment or any term or condition of employment so as to encourage or discourage membership in any labor organization which is in compliance with subsection (11) of section 22-4107; provided that in the event the labor organization is the duly certified representative of the employees, an employer may enter into a written agreement with such labor organization providing that after seven (7) days' employment an employee shall make financial contributions toward the labor organization consisting of a sum not greater than the monthly dues of said labor organization and providing that an employer shall terminate an employee upon request of the labor organization, if the employer has reasonable grounds for believing that said employee has not made or tendered said dues; and provided further, that an employer shall not deduct such dues from an employee's earnings unless the employer has been presented with a written request therefor, signed by the employee personally, for a duration not to exceed one (1) year, or beyond the termination date of the applicable collective bargaining agreement, whichever occurs sooner.

(4) To refuse to bargain collectively with the representative of his employees; provided, that said representative is currently certified by the board pursuant to the provisions of section 22-4109; and provided further, that said representative is in compliance with subsection (11) of section 22-4107.

(5) To violate the terms of a collective bargaining agreement.[1972, ch. 204, Sec 6, p. 563.]

22-4107. UNFAIR LABOR PRACTICES -- LABOR ORGANIZATIONS, AGENTS, INDIVIDUALS. It shall be an unfair labor practice for a labor organization or its agents or for individuals:

(1) To restrain or coerce employees in the exercise of rights guaranteed in section 22-4104; provided this paragraph shall not impair the right of a labor organization to prescribe its own rules with respect to acquisition or retention of membership.

(2) To cause or attempt to cause an employer to discriminate against an employee in violation of subsection (3) of section 22-4106 or to require of employees covered by an agreement authorized under subsection (3) of section 22-4106 the payment of a fee in an amount which the board finds excessive or discriminatory under all the circumstances.

(3) (a) To restrain or coerce an employer in the selection of his representatives for the purposes of collective bargaining or the adjustment of grievances; or

(b) To refuse to bargain collectively with an employer, provided that it is the representative of his employees as provided in section 22-4109.

(4) To hinder or prevent, by mass picketing, threats, intimidation, force, or coercion of any kind, the pursuit of any lawful work or employment, or to obstruct or interfere with entrance to or egress from any place of employment, or to obstruct or interfere with free and uninterrupted use of public roads, streets, highways, railways, airports, or other ways of travel or conveyance.

(5) To take unauthorized possession of an employer's property or to hold or damage or destroy the property of the employer with the intent of compelling the employer to accede to demands, conditions, and terms of employment, including the demand for collective bargaining.

(6) To picket or otherwise patrol where such conduct is at a business establishment other than the premises owned or controlled by the employer producing the agricultural commodity, except as provided for in section 22-4108.

(7) To engage in, or to induce or encourage any person to engage in, a strike or refusal in the course of his employment to use, manufacture, process, transport or otherwise handle or work on any agricultural commodity after the commodity has left the farm of its origin. However, nothing contained in this subsection shall be construed to limit the right of an employee to engage in a lawful primary strike or lawful primary picket against his employer.

(8) To threaten, coerce, or restrain any person, where in either case an object thereof is:

(a) Forcing or requiring any employer or self-employed person to join any labor or employer organization;

(b) Forcing or requiring any person to enter into an agreement, express or implied, whereby such person ceases or refrains or agrees to cease or refrain from handling, using, selling, transporting, or otherwise dealing in any agricultural commodity; or

(c) Forcing or requiring any person to cease using, selling, handling, transporting, or otherwise dealing in any agricultural commodity produced by any other employer or any other person, or to cease doing business with any employer or any other person; or

(d) Forcing or requiring any employer to recognize or bargain with a particular labor organization as the representative of his employees if another labor organization has been certified as the representative of such employees under the provisions of section 22-4109; or

(e) Forcing or requiring any employer to assign particular work to employees in a particular labor organization or in a particular trade, craft, or class rather than to employees in another labor organization, trade, craft, or class, unless such employer is failing to conform to an order or certification of the board determining the bargaining representative for employees performing such work.

(f) Nothing contained in this subsection shall be construed to limit the right of an employee to engage in a lawful primary strike or lawful primary picket against his employer.

(9) To picket or cause to be picketed, or threaten to picket, any employer where an object thereof is forcing or requiring an employer to recognize or bargain with a labor organization as the representative of his employees, or forcing or requiring the employees of an employer to accept or select a labor organization as their collective bargaining representative:

(a) Where the employer has lawfully recognized another labor organization;

(b) Where within the past twelve (12) months an election under section 22-4109 has been conducted.

(10) To violate the terms of a collective bargaining agreement.

(11) To fail or refuse:

(a) To have a secret ballot election of all officers not less frequently than every four (4) years; or

(b) To annually submit a list of names and addresses of its officers to the board, to prepare and submit to the board an annual financial report, to have and submit to the board current written by-laws and constitution. Such documents shall be available for inspection and copying by the public at the offices of the board at reasonable hours. Such documents shall also be available for inspection and copying by any employee in a bargaining unit represented by said labor organization, at the offices of said labor organization, at reasonable hours.[1972, ch. 204, Sec 7, p. 563.]

22-4108. LAWFUL ACTIVITIES. (1) For the purposes of subsections (6), (7) and (8) of section 22-4107, nothing contained therein shall be construed to prohibit publicity, including picketing, at a business establishment other than the premises owned or controlled by the employer producing the agricultural commodity, for the purpose of truthfully advising the public that a commodity is produced by an employer with whom a labor organization has a primary dispute and is distributed by another employer, as long as such publicity does not have an effect of inducing any individual employed by another person other than the primary employer in the course of his employment to refuse to pick up, deliver, manufacture, process or transport any agricultural commodity, or not to perform any services at any establishment of the secondary employer.

(2) The expressing of any views, argument or opinion, or the dissemination thereof, whether in written, printed, graphic or visual form, shall not constitute or be evidence of an unfair labor practice or constitute grounds therefor, if such expression contains no threat of reprisal or force or promise of benefit. A statement of fact by either a labor organization or an agricultural employer relating to existing or proposed terms, tenure or conditions of employment with the employer shall not be considered to constitute a threat of reprisal or force or promise of benefit. Nothing in this act shall be deemed to prohibit speech protected by the Constitution of the United States or of the state of Idaho.[1972, ch. 204, Sec 8, p. 563.]

22-4109. PETITION -- HEARING -- REPRESENTATIVES -- ELECTION. (1) When a petition is filed with the board, together with recent authorizations signed by thirty per cent (30%) or more of present employees of a particular employer, the board shall set a hearing. The hearing shall be held to determine whether a unit is appropriate for the purposes of collective bargaining and whether to conduct an election. The board shall give proper consideration as to whether permanent and seasonal employees shall be included in the same bargaining unit, and the board shall determine eligibility of employees to vote in an election.

(2) A petition for election may be filed:

(a) By a labor organization or its agent; or

(b) By an employer alleging that one (1) or more labor organizations have presented to him a claim to be recognized as the representative of his employees, or that he has a reasonable doubt that the recognized representative continues to represent the majority of the employees in the unit; or

(c) By an employee or employees asserting that the labor organization which has been certified or is currently recognized by their employer as the bargaining representative no longer represents the majority of the employees in the unit.

(3) Representatives designated or selected for the purposes of collective bargaining by the majority of employees in an appropriate unit shall be the exclusive representatives for the purposes of collective bargaining; provided that any employee or group of employees shall have the right at any time to present grievances to their employer and to have such grievances adjusted so long as the adjustment is not inconsistent with the express terms of the collective bargaining agreement.

(4) No election shall be conducted in any bargaining unit within which,

in the preceding twelve (12) month period, a valid election shall have been held. In an election where none of the choices on the ballot receives a majority, a run-off shall be conducted; the ballot providing for a selection between the two (2) choices receiving the largest and second largest number of valid votes cast in the election. In preparing a ballot for secret election, the board shall include upon the ballot the name or names of labor organizations and a choice labeled "no union."

(5) The board shall not process a petition filed by a labor organization unless it finds that said labor organization has complied with the terms of subsection (11) of section 22-4107.

(6) The board shall not conduct an election unless it finds that a representative number of employees in that unit are employed at the time of the election. Any election will not be considered valid unless at least fifty per cent (50%) of the eligible employees cast a ballot. A labor organization must have over fifty per cent (50%) of the valid votes cast to be certified as the representative for purposes of collective bargaining.[1972, ch. 204, Sec 9, p. 563.]

22-4110. "COLLECTIVE BARGAINING" DEFINED. (1) For the purposes of this chapter, to bargain collectively is the performance of the mutual obligation of the employer and the representative of the employees to meet at reasonable times and places and confer in good faith with respect to wages, hours, and other terms and conditions of employment in an attempt to reach a written agreement, but such obligation does not compel either party to agree to a proposal or require the making of a concession.

(2) A labor organization which is the representative of employees of an employer pursuant to the provisions of section 22-4109 shall not engage in or induce or encourage a strike or other concerted refusal to work by employees, nor shall an employer lock out his employees so represented, unless, in either case, the following procedure is first complied with:

(a) Where there is in effect a collective bargaining agreement, the party desiring the termination or modification of said agreement serves a written notice upon the other party sixty (60) days prior to the expiration date thereof, or in the event such agreement contains no expiration date, sixty (60) days prior to the time it is proposed to make such termination or modification;

(b) If the sixty (60) days' notice has been given and the party desiring a change in existing terms or conditions of employment offers to meet and confer with the other party for the purpose of negotiating a new agreement or an agreement containing modifications, and within thirty (30) days notifies the board of a labor dispute and its willingness to accept mediation, provided no agreement has been reached by that time, the board, at the request of either party, shall appoint a person to mediate the dispute. The mediator shall not have authority to compel either party to agree to a proposal or to make a concession, but he shall have the authority, at his discretion, to make public the position of the parties.

(3) Any employee who engages in a strike within the period specified in subsection (2) of this section shall lose his status as an employee of the employer engaged in the particular labor dispute.[1972, ch. 204, Sec 10, p. 563.]

22-4111. POWER OF THE BOARD -- HEARINGS -- SUBPOENAS -- PENALTIES. (1) The board is empowered and directed as hereinafter provided to prevent any employer, labor organization, or individual from engaging in any unfair labor practice. This power shall not be affected or impaired by any means of adjustment, mediation, or conciliation in labor disputes that have been or may hereafter be established by the board as herein provided in this act.

(2) Whenever a charge has been made that any employer, labor organization, or individual has engaged in or is engaging in any unfair labor practice, the board, or any agent of the board, shall investigate the charge, and shall have the power to issue and cause to be served upon such person a complaint; provided that no complaint shall issue based upon any unfair labor practice occurring more than three (3) months prior to the filing of the charge with the board and the service of a copy thereof upon the person against whom such charge is made. The procedure for filing a complaint and answer and the conduct of a hearing upon the complaint shall be in accordance with such rules and regulations as the board may adopt following as much as possible the procedure provided by the national labor relations act and the administrative procedures act of the state of Idaho, including the right of the board to have its decision approved by the district court of the state in the county wherein the unfair labor practice has been committed and the right of any party to appeal from said decision of the board by going directly to the district court. The district court shall have exclusive jurisdiction and its judgment and decree shall be final, except that the same shall be subject to review by the Supreme Court on appeal by any party, said appeals to be prosecuted in the same manner and with the same effect as provided in other cases of appeal to the Supreme Court. Petitions filed under this law shall be heard expeditiously and shall be considered and determined upon the transcript filed without requirement of printing. Upon the filing of the record in the district court, the same shall be heard with the greatest possible expedition and shall take precedence over all other matters except matters of the same character.

(3) The board may seek an injunction against any unfair labor practice after a complaint of such practice has been issued by the board.

(4) Any person who shall willfully resist, prevent, impede, or interfere with any member of the board or any of its agents or agencies in the performance of duties pursuant to this act, or who shall in any manner interfere with the free exercise by employees of their right to select representatives in an election directed by the board pursuant to section 22-4109, shall be punished by a fine of not more than five thousand dollars ($5,000) or by imprisonment for not more than one (1) year, or both.

(5) Subject to the rules and regulations of the board, the complaints, orders and testimony relating to a proceeding instituted by the board under section 22-4111 [this section], may be made a matter of public record. All proceedings pursuant to this section shall be open to the public.

(6) In any proceeding before the board under this act, the board shall have the authority to compel the attendance of witnesses, require the .production of documents, and examine witnesses under oath, provided that:

(a) Upon written application to the board a party to a proceeding is entitled as of right to the issue of subpoenas in the name of the board, requiring the attendance of and the giving of testimony by witnesses and the production of documents. A subpoena so issued shall show on its face the name and address of the party at whose request the subpoena was issued;

(b) Prior to the service of any subpoena authorized by this act the board must secure an order authorizing the service of the subpoena from a district court of the judicial district in which the person subject to the subpoena is found, resides or transacts business;

(c) In any case of disobedience to, or neglect of, any subpoena or subpoena duces tecum served upon any person, or the refusal of any witness to testify to any matter regarding which he may lawfully be interrogated, it shall be the duty of the district court, or any judge thereof, of any county in this state in which such disobedience, neglect or refusal occurs, upon application of the board, to compel obedience to the requirements of any subpoena issued from such court in the manner provided in section 9-707, Idaho Code;

(d) Witnesses who are summoned before the board or its agents shall be entitled to the same witness and mileage fees as are paid to witnesses subpoenaed in the district court of the state.[1972, ch. 204, Sec 11, p. 563.]

22-4112. JURISDICTION OF DISTRICT COURTS -- POWERS. (1) Notwithstanding any other provision of law, the district courts of this state shall have jurisdiction to enjoin or restrain any acts or conduct alleged to be violative of section 22-4106 or section 22-4107 in any case in which there are reasonable grounds to believe that an unfair labor practice is occurring and that substantial and irreparable injury to perishable agricultural products will be unavoidable if such acts or conduct are not immediately terminated. Application for such injunction or restraining order may be made by the board or by any person aggrieved or injured by such acts or conduct and shall be made in the same manner as provided by law in other cases in which such relief may be granted; provided, however, that any such injured or aggrieved person shall, prior to the application for such relief, give notice in writing to the board of his intention to proceed under this section; and, providing further, that such notice shall be deemed complete upon mailing to the board at its principal office. The application for such relief shall be filed in the district court of the state within the county wherein the acts or conduct are occurring or wherein any person charged with the acts or conduct resides or transacts business or, if such court be on vacation or in recess, then in the district court of any county adjoining the county wherein the acts or conduct in question are occurring or wherein any person charged with the acts or conduct resides and transacts business. The court shall consider any such application forthwith and give it priority over all other cases under this act except cases of like character. No injunction or temporary restraining order issued ex parte shall continue in effect for longer than seventy-two (72) hours from issuance, but the same may be continued upon hearing. It shall not be necessary that a charge be filed under subsection (2) of section 22-4111 as a prerequisite to jurisdiction by the court.

(2) Any person aggrieved or whoever is injured by reason of or conduct in violation of sections 22-4106 and 22-4107 may sue for actual damages therefor within three (3) months after such acts or conduct occur, in the appropriate district court referred to in subsection (1) of this section. It shall not be necessary that a charge be filed under subsection (2) of section 22-4111 as a prerequisite to jurisdiction by a court.[1972, ch. 204, Sec 12, p. 563.]

22-4113. LIMITATIONS OF PROVISIONS. The provisions of this act shall not apply to employees of the federal government nor employees of the state or political subdivisions of the state. Employees of the board and the board members shall not come under the provisions of the Idaho personnel commission.[1972, ch. 204, Sec 13, p. 563.]

TITLE 32 - DOMESTIC RELATIONS

CHAPTER 10
PARENT AND CHILD

32-1004. WAGES OF MINORS. The wages of a minor employed in service may be paid to him, unless, within thirty (30) days after the commencement of the service the parent or guardian entitled thereto gives the employer notice that he claims such wages. [R.S., Sec. 2533; reen. R.C. & C.L., Sec. 2697; C.S., Sec. 4678; I.C.A., Sec. 31-1004.]

TITLE 33 - EDUCATION

CHAPTER 12
TEACHERS

33-1271. SCHOOL DISTRICTS -- PROFESSIONAL EMPLOYEES -- NEGOTIATION AGREEMENTS. The board of trustees of each school district, including specially chartered districts, or the designated representative(s) of such district, is hereby empowered to and shall upon its own initiative or upon the request of a local education organization, enter into a negotiation agreement with professional employees and negotiate with such employees in good faith on those matters specified in any such negotiation agreement between the local board of trustees and the local education organization. A request for negotiations may be initiated by either party to such negotiation agreement. Accurate records or minutes of the proceedings shall be kept, and shall be available for public inspection at the offices of the board of education during normal business hours. Joint ratification of all final offers of settlement shall be made in open meetings.[1971, ch. 103, Sec 1, p. 223; am. 1977, ch. 309, Sec 1, p. 882.]

33-1272. DEFINITIONS. Definition of terms as used in this act:

1. "Professional employee" means any certificated employee of a school district, including charter districts; provided, however, that superintendents, supervisors or principals may be excluded from the professional employee group if a negotiation agreement between the board and local education organization so specifies.

2. "Local education organization" means any local district organization duly chosen and selected by a majority of the professional employees as their representative organization for negotiations under this act.

3. "Negotiations" mean meeting and conferring in good faith by representatives of a local board of trustees and the authorized local representative organization of professional employees, for the purpose of reaching an agreement, upon matters and conditions subject to negotiations as specified in a negotiation agreement between said parties.[1971, ch. 103, Sec 2, p. 223.]

33-1273. PROFESSIONAL EMPLOYEE REPRESENTATIVE -- QUALIFICATIONS. The representative organization designed or selected for the purpose of negotiations by the majority of the professional employees in a school district shall be the exclusive representative for all professional employees in that district for purposes of negotiations. Provided, however, that the individual or individuals selected to negotiate for the professional employees shall be a member of the organization designated to represent the professional employees and shall be a professional employee of the local school district. A local board of trustees shall negotiate matters covered by a negotiations agreement only with the representative organization designated by the professional employees of a school district.[1971, ch. 103, Sec 3, p. 223.]

33-1274. APPOINTMENT OF MEDIATORS -- COMPENSATION. In the event the parties in negotiations are not able to come to an agreement upon items submitted for negotiations under a negotiations agreement between the parties, one or more mediators may be appointed. The issue or issues in dispute shall be submitted to mediation at the request of either party in an effort to induce the representatives of the board and the representative organization to resolve the conflict. The procedures for appointment of and compensation for the mediators shall be determined by both parties.[1971, ch. 103, Sec 4, p. 223.]

33-1275. FACT-FINDERS -- APPOINTMENT -- HEARINGS. 1. If mediation fails to bring agreement on all negotiable issues, the issues which remain in dispute may be submitted to fact-finding by request of either party. One or more fact-finders shall be appointed by the parties by mutual agreement. If such agreement cannot be reached within thirty (30) days of the request for such appointment, the state superintendent of public instruction shall make such appointment. The fact-finder shall have authority to establish procedural rules, conduct investigations and hold hearings during which each party to the dispute shall be given an opportunity to present its case with supporting evidence.

2. Within thirty (30) days following designation of the fact-finder, he shall submit a report in writing to the respective representatives of the board and the professional employees, setting forth findings of fact and recommendations on the issues submitted.[1971, ch. 103, Sec 5, p. 223.]

33-1276. INTENT OF ACT. Nothing contained herein is intended to or shall conflict with, or abrogate the powers or duties and responsibilities vested in the legislature, state board of education, and the board of trustees of school districts by the laws of the state of Idaho. Each school district board of trustees is entitled, without negotiation or reference to any negotiated agreement, to take action that may be necessary to carry out its responsibility due to situations of emergency or acts of God.[1971, ch. 103, Sec 6, p. 223.]

TITLE 44 - LABOR

CHAPTER 1

DEPARTMENT OF LABOR AND INDUSTRIAL SERVICES

44-106. DIRECTOR TO COOPERATE WITH GOVERNOR IN MEDIATION OF DISPUTES. Upon the request of any party to an actual or potential labor dispute, the director shall have the power to mediate in such dispute. He shall use his best efforts to conciliate and resolve such dispute among the disputants. The director or any interested party may apply to the governor for appointment of a mediation panel of representative citizens who are fairminded and objective in matters involving labor disputes, and the governor shall, if the public interest will be served thereby, appoint such a mediation panel. From this panel the governor may select one (1) member to act as a mediator and such member shall be paid his actual expenses while engaged upon the public business. Neither the director, the governor, nor any member of any mediation panel shall be authorized to arbitrate any labor dispute.[1949, ch. 254, Sec 6, p. 511; am. 1974, ch. 39, Sec 7, p. 1023.]

44-107. DUTIES OF DIRECTOR -- DETERMINATION OF REPRESENTATIVES. In order to insure employers, employees, and the general public, the full benefits of this act, the director shall, when a question arises concerning the representation of employees in a collective bargaining unit, investigate such controversy and certify to the parties, in writing, the name or names of the representatives who have been designated or selected. In any such investigation the director shall provide for an appropriate hearing upon due notice, and may take a secret ballot of employees to ascertain such representatives. In all cases where a secret ballot is taken, the ballot shall be prepared so as to permit a vote against representation by anyone named on the ballot; provided, however, that nothing in this section shall be construed as authorizing the director to conduct an election on any matter which is within the exclusive jurisdiction of any federal act or board; and, provided further that no election shall be directed in any bargaining unit or subdivision within which, in the preceding twelve (12) month period, a valid election was held.

The director may establish such rules or regulations as he deems appropriate to effectuate the policies of this act for the filing of petitions for investigation and certification by employees or their representatives.[1949, ch. 254, Sec 7, p. 511; am. 1963, ch. 110, Sec 1, p. 332; am. 1974, ch. 39, Sec 8, p. 1023.]

44-107A. EMPLOYERS AND BARGAINING AGENT ARE REQUIRED TO NEGOTIATE. Whenever the director designates a bargaining agent for a bargaining unit as provided in section 44-107, Idaho Code, both the employer and the designated bargaining agent must bargain in good faith.[I.C., Sec 44-107A, as added by 1963, ch. 110, Sec 2, p. 332; am. 1974, ch. 39, Sec 9, p. 1023.]

44-107B. PENALTIES FOR VIOLATIONS. Any employer or any employee or union or union officer violating the above provisions of sections 44-107 and 44-107A shall, upon conviction thereof by any court of competent jurisdiction, be punished by a fine of not less than $50 nor more than $300, or by imprisonment in the county jail for not more than six (6) months, or by both such fine and imprisonment.[I.C., Sec 44-107B, as added by 1963, ch. 110, Sec 3, p. 332.]

44-108. ACT NOT TO APPLY AGRICULTURAL OR DOMESTIC LABOR. This act shall not apply to labor engaged in agricultural labor as that term is defined in section 72-1304, nor to anyone engaged in domestic service in homes.[1949, ch. 254, Sec 8, p. 511.]

CHAPTER 7
INJUNCTIVE RELIEF IN LABOR DISPUTES

44-701. DECLARATION OF POLICY -- COLLECTIVE BARGAINING. In the interpretation and application of this act, the public policy of this state is declared as follows:

Negotiation of terms and conditions of labor should result from voluntary agreement between employer and employees. Governmental authority has permitted and encouraged employers to organize in the corporate and other forms of capital control. In dealing with such employers the individual unorganized worker is helpless to exercise actual liberty of contract and to protect his freedom of labor, and thereby to obtain acceptable terms and conditions of employment. Therefore it is necessary that the individual workman have full freedom of association, self-organization, and designation of representatives of his own choosing, to negotiate the terms and conditions of employment, and that he shall be free from the interference, restraint or coercion of employers of labor, or their agents, in the designation of such representatives or in self-organization or in other concerted activities for the purpose of collective bargaining or other mutual aid or protection.[1933, ch. 215, Sec 1, p. 452.]

44-702. CONTRACTS BETWEEN INDIVIDUAL EMPLOYEE AND EMPLOYER FOR OR AGAINST UNION MEMBERSHIP BARRED. Every undertaking or promise hereafter made, whether written or oral, express or implied, between any employee or prospective employee and his employer, prospective employer or any other individual, firm, company, association, or corporation, whereby

(a) Either party thereto undertakes or promises to join or to remain a member of some specific labor organization or organizations or to join or to remain a member of some specific employer organization or any employer organization or organizations; and or

(b) Either party thereto undertakes or promises not to join or not to remain a member of some specific labor organization or any labor organization or organizations, or of some specific employer organization or any employer organization or organizations and or

(c) Either party thereto undertakes or promises that he will withdraw from any employment relation in the event that he joins or remains a member of some specific labor organization or any labor organization or organizations, or of some specific employer organization or any employer organization or organizations,

Is hereby declared to be contrary to public policy and shall not afford any basis for the granting of legal or equitable relief by any court against a party to such undertaking or promise, or against any other persons who may advise, urge or induce, without fraud, violence, or threat therefor, either party thereto to act in disregard of such undertaking or promise.[1933, ch. 215, Sec 2, p. 452.]

44-703. INJUNCTIONS -- RESTRICTIONS ON ISSUANCE. No court, nor any judge or judges thereof shall have jurisdiction to issue any restraining order or temporary or permanent injunction which in specific or general terms prohibits any person or persons from doing, whether singly or in concert any of the following acts:

(a) Ceasing or refusing to perform any work or to remain in any relation of employment regardless of any promise, undertaking, contract or agreement to do such work or to remain in such employment;

(b) Becoming or remaining a member of any labor organization or of any employer organization, regardless of any such undertaking or promise as is described in section 44-702;

(c) Paying or giving to, or withholding from, any person any strike or unemployment benefits of insurance or other moneys or things of value;

(d) By all lawful means aiding any person who is being proceeded against in, or is prosecuting any action or suit in any court of the United States or of any state;

(e) Giving publicity to and obtaining or communicating information regarding the existence of, or the facts involved in, any dispute, whether by advertising, speaking, patrolling any public street or any place where any person or persons may lawfully be, without intimidation or coercion, or by any other method not involving fraud, violence, breach of the peace, or threat thereof;

(f) Ceasing to patronize or employ any person or persons;

(g) Assembling peaceably to do or to organize to do any of the acts heretofore specified or to promote lawful interests;

(h) Advising or notifying any person or persons of an intention to do any of the acts heretofore specified;

(i) Agreeing with other persons to do or not to do any of the acts heretofore specified;

(j) Advising, urging, or inducing without fraud, violence, or threat thereof, others to do the acts heretofore specified, regardless of any such undertaking or promise as is described in section 44-702; and

(k) Doing in concert of any or all the acts heretofore specified on the ground that the persons engaged therein constitute an unlawful combination or conspiracy.[1933, ch. 215, Sec 3, p. 452.]

44-704. IMMUNITY FROM CIVIL OR CRIMINAL LIABILITY -- LABOR DISPUTES. No officer or member of any association or organization, and no association or organization participating or interested in a labor dispute (as these terms are herein defined) shall be held responsible or liable in any civil action at law or suit in equity, or in any criminal prosecution, for the unlawful acts of individual officers, members, or agents, except upon proof by the weight of evidence and without the aid of any presumptions of law or fact, both of (a) the doing of such acts by persons who are officers, members or agents of any such association or organization, and (b) actual participation in, or actual authorization of, such acts, or ratification of such acts after actual knowledge thereof by such association or organization.[1933, ch. 215, Sec 4, p. 452.]

44-705. INJUNCTIONS -- DECLARATION OF POLICY. In the interpretation and application of sections 44-706--44-709, inclusive, the public policy of this state is declared as follows:

Equity procedure that permits a complaining party to obtain sweeping injunctive relief that is not preceded by or conditioned upon notice to and hearing of the responding party or parties, or that issues after hearing based upon written affidavits alone and not wholly or in part upon examination, confrontation and cross-examination of witnesses in open court, is peculiarly subject to abuse in labor litigation for the reasons that

(1) The status quo cannot be maintained but is necessarily altered by the injunction,

(2) Determination of issues of veracity and of probability of fact from affidavits of the opposing parties that are contradictory and, under the circumstances, untrustworthy rather than from oral examination in open court is subject to grave error,

(3) Error in issuing the injunctive relief is usually irreparable to the opposing party, and

(4) Delay incident to the normal course of appellate practice frequently makes ultimate correction of error in law or in fact unavailing in the particular case.[1933, ch. 215, Sec 5, p. 452.]

44-706. INJUNCTIONS -- GROUNDS -- HEARING REQUIRED -- BOND. No court nor any judge or judges thereof shall have jurisdiction to issue a temporary or permanent injunction in any case involving or growing out of a labor dispute, as herein defined, except after hearing the testimony of witnesses in open court (with opportunity for cross-examination) in support of the allegations of a complaint made under oath, and testimony in opposition thereto, if offered, and except after findings of all the following facts by the court or judge or judges thereof;

(a) That unlawful acts have been threatened or committed, and will be executed or continued unless restrained;

(b) That substantial or irreparable injury to complainant's property will follow unless the relief requested is granted;

(c) That as to each item of relief granted greater injury will be inflicted upon complainant by the denial thereof than will be inflicted upon defendants by the granting thereof;

(d) That no item of relief granted is relief that a court or judge thereof has no jurisdiction to restrain or enjoin under section 44-703;

(e) That complainant has no adequate remedy at law; and

(f) That the public officers charged with the duty to protect complainant's property have failed or are unable to furnish adequate protection.

Such hearing shall be held after due and personal notice thereof has been given, in such manner as the court shall direct, to all known persons against whom relief is sought, and also to those public officers charged with the duty to protect complainant's property: provided, however, that

If a complainant shall also allege that unless a temporary restraining order shall be issued before such hearing may be had, a substantial and irreparable injury to complainant's property will be unavoidable, such a temporary restraining order may be granted upon the expiration of such reasonable notice of application therefor as the court may direct by order to show cause, but in no case less than forty-eight (48) hours.

Such order to show cause shall be served upon such party or parties as are sought to be restrained and as shall be specified in said order, and the restraining order shall issue only upon testimony, or in the discretion of the court, upon affidavits, sufficient, if sustained, to justify the court in issuing a temporary injunction upon a hearing as herein provided.

Such a temporary restraining order shall be effective for no longer than five days, and at the expiration of five days shall become void and not subject to renewal or extension, provided however that if the hearing for a temporary injunction shall have been begun before the expiration of the said five days the restraining order may, in the court's discretion be continued until a decision is reached upon the issuance of the temporary injunction.

No temporary restraining order or temporary injunction shall be issued except on condition that complainant shall first file an undertaking with adequate security sufficient to recompense those enjoined for any loss, expense, or damage caused by the improvident or erroneous issuance of such order or injunction, including all reasonable costs (together with a reasonable attorney's fee) and expense against the order or against the granting of any injunctive relief sought in the same proceeding and subsequently denied by the court.

The undertaking herein mentioned shall be understood to signify an agreement entered into by the complainant and the surety upon which a decree may be rendered in the same suit or proceeding against said complainant and surety, the said complainant and surety submitting themselves to the jurisdiction of the court for that purpose. But nothing herein contained shall deprive any party having a claim or cause of action under or upon such undertaking from electing to pursue his ordinary remedy by suit at law or in equity.[1933, ch. 215, Sec 6, p. 452.]

44-707. PLAINTIFF FAILING TO COMPLY WITH LAW OR BARGAIN IN GOOD FAITH -- INJUNCTION REFUSED. No restraining order or injunctive relief shall be granted to any complainant who has failed to comply with any obligation imposed by law which is involved in the labor dispute in question, or who has failed to make very [every] reasonable effort to settle such dispute either by negotiation or with the aid of any available machinery of governmental mediation of voluntary arbitration, but nothing herein contained shall be deemed to require the court to await the action of such tribunal if irreparable injury is threatened.[1933, ch. 215, Sec 7, p. 452.]

44-708. INJUNCTIONS -- FINDINGS OF FACT -- SCOPE OF ORDER. No restraining order or temporary or permanent injunction shall be granted in a case involving or growing out of a labor dispute, except on the basis of findings of fact made and filed by the court in the record of the case prior to the issuance of such restraining order or injunction; and every restraining order or injunction granted in a case involving or growing out of a labor dispute shall include only a prohibition of such specific act or acts as may be expressly complained of in the bill of complaint or petition filed in such case and expressly included in said findings of fact made and filed by the court as provided herein; and shall be binding only upon the parties to the suit, their agents, servants, employees and attorneys, or those in active concert and participation with them, and who shall by personal service or otherwise have received actual notice of the same.[1933, ch. 215, Sec 8, p. 452.]

44-709. REVIEW OF ORDERS GRANTING OR REFUSING INJUNCTION. Whenever any court or judge or judges thereof shall issue or deny any temporary injunction in a case involving or growing out of a labor dispute, the court shall, upon the request of any party to the proceedings, and on his filing the usual bond for costs, forthwith certify the entire record of the case, including a transcript of the evidence taken, to the appropriate appellate court for its review. Upon the filing of such record in the appropriate appellate court the appeal shall be heard with the greatest possible expedition, giving the proceedings precedence over all other matters except older matters of the same character.[1933, ch. 215, Sec 9, p. 452.]

44-710. CRIMINAL CONTEMPT CHARGED -- RIGHTS OF ACCUSED. In all cases where a person shall be charged with direct criminal contempt for violation of a restraining order or injunction issued by a court or judge or judges thereof, the accused shall enjoy,

(a) The rights as to admission to bail that are accorded to persons accused of crime.

(b) The right to be notified of the accusation and a reasonable time to make a defense, provided the alleged contempt is not committed in the immediate view or presence of the court,

(c) Upon demand, the right to a speedy and public trial by an impartial jury of the judicial district wherein the contempt shall have been committed, provided that this requirement shall not be construed to apply to contempts committed in the presence of the court or so near thereto as to interfere directly with the administration of jusice or to apply to the misbehavior, misconduct, or disobedience of any officer of the court in respect to the writs, orders, or process of the court, and

(d) The right to file with the court a demand for the retirement of the judge sitting in the proceeding, if the contempt arises from an attack upon the character or conduct of such judge and if the attack occurred otherwise than in open court. Upon the filing of any such demand the judge shall thereupon proceed no further, but another judge shall be designated by the presiding judge of said court. The demand shall be filed prior to the hearing in the contempt proceeding.[1933, ch. 215, Sec 10, p. 452.]

44-711. PUNISHMENT FOR CONTEMPT. Punishment for a contempt, specified in section 44-710, may be by fine, not exceeding one hundred dollars, or by imprisonment not exceeding fifteen days, in the jail of the county where the court is sitting, or both, in the discretion of the court. Where a person is committed to jail, for the nonpayment of such a fine, he must be discharged at the expiration of fifteen days; but where he is also committed for a definite time, the fifteen days must be computed from the expiration of the definite time.[1933, ch. 215, Sec 11, p. 452.]

44-712. LABOR DISPUTE DEFINED. The term "labor dispute" means any controversy between an employer and the majority of his employees in a collective bargaining unit concerning the right or process or details of collective bargaining or the designation of representatives.[1933, ch. 215, Sec 12, p. 452; am. 1947, ch. 266, Sec 1, p. 789.]

44-713. SEPARABILITY. If any provision of this Act or the application thereof to any person or circumstance is held invalid, the remainder of the Act and the application of such provisions to other persons or circumstances shall not be affected thereby.[1933, ch. 215, Sec 13, p. 452.]

CHAPTER 8
SECONDARY BOYCOTT ACT

44-801. SECONDARY BOYCOTT. It shall be unlawful to cause or threaten to cause, and/or combine or conspire to cause or threaten to cause, injury to one not a party to the particular labor dispute, to aid which such boycott is initiated or continued, whether by (a) withholding patronage, labor, or other beneficial business intercourse; (b) picketing; (c) refusing to handle, install, use or work on particular materials, equipment or supplies; or (d) by any other means, in order to bring him against his will into a concerted plan to coerce or inflict damage upon another or to compel the party with whom such labor dispute exists to comply with any particular demands.[1947, ch. 265, Sec 1, p. 788.]

44-802. PENALTY. Any person, firm, individual, corporation, labor organization or association of persons found guilty of committing, or causing to be committed, any of the acts herein declared to be unlawful, shall be deemed guilty of misdemeanor.[1947, ch. 265, Sec 2, p. 788.]

CHAPTER 9
EMPLOYMENT CONTRACTS

44-901. ANTI-UNION CONTRACTS PROHIBITED. It shall be unlawful for any person, firm or corporation to make or enter into any agreement, either oral or in writing, by the terms of which any employee of such person, firm or corporation, or any person about to enter the employ of such person, firm or corporation, as a condition for continuing or obtaining such employment, shall promise or agree not to become or continue a member of a labor organization. Any person or persons or corporation violating the provisions of this section shall be guilty of a misdemeanor, and upon conviction thereof shall be fined in a sum not less than fifty dollars nor more than $300.00, or be imprisoned in the county jail for not more than six months, or shall be punished by both such fine and imprisonment.[1893, p. 152, SecSec 1, 2; reen. 1899, p. 221, SecSec 1, 2; am. R.C., Sec 1456; reen. C.L., Sec 1456; C.S., Sec 2321; I.C.A., Sec 43-601.]

44-902. CONTRACTS RESTRICTING BOARD AND LODGING PROHIBITED. It shall be unlawful for any employer, by himself or by his agent, or for any agent of any employer, or for any other person, directly or indirectly, to impose as a condition, express or implied, in or for the employment of any workman or employee, any terms as to the place at which, or the person with whom any workman or employee is to board, lodge, subsist or reside; or as to the place or store at which he shall purchase his goods, wares or merchandise; or as to the place at which, or the manner in which, or the person with whom any wages or portion of wages paid to the workman or employee are or is to be expended; and no employer shall, by himself or his agent, nor shall any agent of any employer dismiss any workman or employee from his employment for or on account of the place at which, or the person with whom such workmen or employee may board, lodge, subsist or reside; or as to the place or store at which he shall purchase his goods, wares and merchandise; or for or on account of the place at which, or the person with whom any wages or portion of wages paid by the employer to such workman or employee are or is expended, or fail to be expended: provided, that this shall not apply to the collection of hospital fees or dues.

Any employer, who by himself or by his agent, or any agent of any employer, or any other person, who shall violate any of the provisions of this section, shall be guilty of a misdemeanor, and upon conviction thereof shall be fined not less than $100.00 nor to exceed $300.00, or be imprisoned in the county jail for not less than thirty days nor to exceed ninety days, or shall suffer both such fine and imprisonment.[1911, ch. 123, SecSec 1, 2, p. 385; reen. C.L., Sec 1456a; C.S., Sec 2322; I.C.A., Sec 43-602.]

CHAPTER 10
PUBLIC WORKS

44-1001. EMPLOYMENT OF RESIDENTS OF IDAHO -- WAGE SCALE -- FEDERAL FUNDS. In all state, county, municipal, and school construction, repair, and maintenance work under any of the laws of this state the contractor, or person in charge thereof must employ 95% bona fide Idaho residents as employees on any such contracts fifty or less persons are employed the contractor may employ 10% non-residents, provided however, in all cases such employers must give preference to the employment of bona fide Idaho residents in the performance of such work and that the said contractor, or other person in charge thereof, must further pay the standard prevailing wages in effect as paid in the county seat of the county in which the work is being performed; provided, that in work involving the expenditure of federal aid funds this act shall not be enforced in such a manner as to conflict with or be contrary to the federal statutes prescribing a labor preference to honorably discharged soldiers, sailors, and marines, prohibiting as unlawful any other preference or discrimination among the citizens of the United States.[1933, ch. 111, Sec 1, as added by 1935, ch. 140, Sec 1, p. 346; am. 1939, ch. 33, Sec 1, p. 70.]

44-1002. TERMS OF EMPLOYMENT AND WAGE CONTRACTS. In all contracts hereafter let for state, county, municipal, and school construction, repair, and maintenance work under any of the laws of this state there shall be inserted in each of said contracts a provision by which the contractor must employ 95% bona fide Idaho residents as employees on any job under any such contract except where under such contracts fifty or less persons are employed the contractor may employ 10% non-residents, provided, however, in all cases employers must give preference to the employment of bona fide residents in the performance of said work, and that the said contractor must further pay the standard prevailing rate of wages in effect as paid in the county seat of the county in which the work is being performed and no contract shall be let to any person, firm, association, or corporation refusing to execute an agreement with the above mentioned provisions in it; provided, that, in contracts involving the expenditure of federal aid funds this act shall not be enforced in such a manner as to conflict with or be contrary to the federal statutes prescribing a labor preference to honorably discharged soldiers, sailors, and marines, prohibiting as unlawful any other preference or discrimination among citizens of the United States.[1933, ch. 111, Sec 1[2], p. 176; reen. 1935, ch. 140, Sec 1, p. 346; am. 1939, ch. 33, Sec 2, p. 70.]

44-1003. DEFINITIONS OF TERMS USED. Labor is hereby defined to be all services performed in the construction, repair, or maintenance of all state, county, municipal, and school work.

A bona fide resident of Idaho is hereby declared to be a person, who, at the time of his said employment and immediately prior thereto, has resided in this state for not less than one year.[1933, ch. 111, Sec 2[3], p. 176; reen. 1935, ch. 140, Sec 1, p. 346; am. 1939, ch. 33, Sec 3, p. 70.]

44-1004. PENALTY FOR VIOLATING LAW. If any person, firm or corporation shall fail to comply with the provisions of this act he shall be guilty of a misdemeanor.[1933, ch. 111, Sec 3[4], p. 176; am. 1935, ch. 140, Sec 1, p. 346.]

44-1006. DETERMINING PREVAILING WAGES AS PAID IN COUNTY SEAT OF COUNTY IN WHICH WORK IS BEING PERFORMED. The advertised specifications for every contract let by the state of Idaho and/or any county, city, school district, or other political subdivison of the state for construction, repair and maintenance work on public buildings or public works projects, which involves the employment of mechanics and/or laborers, shall contain a provision stating the minimum wage rates and fringe benefits to be paid various classes of laborers and mechanics in the performance of the contract. It shall be the responsibility of the director of the department of labor and industrial services to determine the prevailing wage rates and fringe benefits in accordance with rates compiled by and on file with the Davis-Bacon Section of the United States Department of Labor:

By the following procedure:

(a) In all counties in which wage rates and fringe benefits have been compiled by the United States Department of Labor in accordance with the Davis-Bacon Act, such rates and fringe benefits shall be deemed to be the prevailing rates in the county seat of the county in which the work is to be performed.

(b) In all other instances the director of the department shall make a determination after an actual survey of wages and fringe benefits being paid at or near the site of the work. Such determination shall be deemed to be the prevailing rates in the county seat of the county in which the work is to be performed.[I.C., Sec 44-1006, as added by 1955, ch. 53, Sec 1, p. 77; am. 1965, ch. 202, Sec 1, p. 455; am. 1974, ch. 39, Sec 60, p. 1023.]

CHAPTER 11
DAY'S WORK

44-1101. PUBLIC WORK -- EIGHT-HOUR DAY -- EXCEPTIONS -- WAGE RATE -- PENALTY FOR FALSE CERTIFICATE. Eight hours shall constitute a day's work for all laborers, workmen, mechanics or other persons now employed, or who may hereafter be employed in manual labor by or on behalf of the state of Idaho, or by or on behalf of any county, city, township, or other municipality of said state, except in cases of extraordinary emergency which may arise in time of war or in cases where it may be necessary to work more than eight hours per calendar day for the protection of property or human life, except agricultural and domestic laborers employed by state institutions, and that no time consumed in going to and returning from work shall be a part of said eight hours, and no laborer, workman, mechanic or other person working less than eight hours per day be paid more than the proportionate rate per hour for the actual working time put in: provided, that in all such cases the laborers, workmen, mechanics or other persons so employed and working to exceed eight hours per calendar day shall be paid on the basis of eight hours constituting a day's work: provided, further, that not less than the current rate of per diem wages in the locality where the work is performed shall be paid to the laborers, workmen, mechanics and other persons so employed by or on behalf of the state of Idaho, or any county, city, township or other municipality of said state; and laborers, workmen, mechanics and other persons employed by contractors or subcontractors in the execution of any such contract or contracts with the state of Idaho, or with any county, city, township or other municipality thereof, shall be deemed to be employed by or on behalf of the state of Idaho, or of such county, city, township or other municipality thereof, and any person who certifies up for payment the salary or wages of any laborer, workman, mechanic or other person working for the state of Idaho, or for any county, city, township or other municipality therein, at a greater number of hours per day than the number put in at actual labor by such person, shall be guilty of a misdemeanor.[1899, p. 113, Sec 1; reen. R.C., Sec 1451; superseded 1911, ch. 131, Sec 1, p. 418; am. 1913, ch. 165, Sec 1, p. 533; reen. C.L., Sec 1461; C.S., Sec 2324; am. 1923, ch. 93, Sec 1, p. 111; I.C.A., Sec 43-701.]

44-1102. CONTRACTS ON PUBLIC WORKS -- EIGHT-HOUR DAY -- EXCEPTION. All contracts hereafter made by or on behalf of the state of Idaho, or by or on behalf of any county, city, township or other municipality of said state, with any corporation, person or persons, for the performance of any labor within the state of Idaho, except agricultural and domestic laborers employed by state institutions, shall be deemed and considered as made upon the basis of eight hours constituting a day's work; and it shall be unlawful for any such corporation, person or persons to require or permit any laborer, workman, mechanic or other person to work more than eight hours per calendar day in doing such work, except in the cases and upon the conditions provided in section 44-1101.[1899, p. 113, Sec 2; reen. R.C., Sec 1462; superseded 1911, ch. 131, Sec 2, p. 418; am. 1913, ch. 165, Sec 2, p. 534; reen. C.L., Sec 1462; C.S., Sec 2325; I.C.A., Sec 43-702.]

44-1103. PUBLIC WORKS -- PENALTY FOR VIOLATING ACT. Any officer of the state of Idaho, or of any county, city, township or municipality of said state, or any person acting under or for such officer, or any contractor with the state of Idaho, or any county, city, township or other municipality thereof, or other person violating any of the provisions of the two preceding sections shall for each offense be punished by a fine of not less than fifty dollars nor more than $1000, or by imprisonment not more than six months, or by both fine and imprisonment, in the discretion of the court.[1911, ch. 131, Sec 3, p. 417; compiled and reen. C.L., Sec 1462a; C.S., Sec 2326; I.C.A., Sec 43-703.]

44-1104. MINES -- EIGHT HOURS A DAY'S WORK. The period of employment of workingmen in or upon all mines or workings shall be eight hours per day, except in cases of emergency where life or property is in imminent danger.[1907, p. 97, Sec 1; reen. R.C. & C.L., Sec 1463; C.S., Sec 2327; am. 1935, ch. 74, Sec 1, p. 129; I.C.A., Sec 43-704.]

44-1105. SMELTERS -- EIGHT HOURS A DAY'S WORK. The period of employment of workingmen in smelters, ore reduction works, stamp mills, concentrators and other places where metalliferous ores are being treated, refined and reduced for the purpose of obtaining the metals thereof, shall be eight hours per day except in cases of emergency where life and property are in imminent danger.[1907, p. 97, Sec 2; reen. R.C., Sec 1464; am. 1909, p. 4, Sec 1; reen. C.L., Sec 1464; C.S., Sec 2328; I.C.A., Sec 43-705.]

44-1106. MINES AND SMELTERS -- PENALTY FOR VIOLATING ACT. Any person, body corporate, agent, manager or employer who shall violate any of the provisions of the two preceding sections shall be guilty of a misdemeanor, and upon conviction thereof shall be punished by a fine of not less than fifty dollars, nor more than $300.00, or by imprisonment in the county jail for not more than six months, or by both such fine and imprisonment.[1907, p. 97, Sec 3; reen. R.C. & C.L., Sec 1465; C.S., Sec 2329; I.C.A., Sec 43-706.]

CHAPTER 12
HOURS WORKED ACT

44-1201. DECLARATION OF STATE POLICY. As a guide to the interpretation and application of this act the public policy of this state is declared to be as follows: The financial and economic stability of the state of Idaho and its citizens is threatened by the filing of, and threats to file, lawsuits to recover for non-productive labor performed during the war, which is a serious menace to the health, morals, and welfare of the people of this state and is a sufficient basis for invoking the police power of the state; that it is contrary to the public policy of the state of Idaho for persons now to sue for attorneys' fees, liquidated damages, and alleged overtime for non-productive work performed during the war; that it is the policy of this state that when persons have once agreed to what constitutes compensable time spent in employment and employers have paid the same and employees have accepted payment on the basis of the agreement, that such agreement, payments and acceptance should be accepted as final; that the prospect of large sums being recovered as attorneys' fees, liquidated damages, and unpaid overtime from employers who would then have claims against the state for income tax refunds, and the possible bankruptcy of many persons, firms and corporations, who, otherwise would pay to the state large sums as income and other excise taxes, threatens our social security payments, our educational expansion program, and endangers teachers salaries, workmen's compensation benefits, unemployment compensation benefits, and all the activities of the state, and would create a serious condition of unemployment, all to the irreparable damage and injury to all of our people; that this situation is so serious that the power inherent in the state to protect itself through its police power should be and hereby is invoked to limit and define what has and shall constitute hours worked in all suits and actions for attorneys' fees, liquidated damages, back wages, overtime pay, penalties and/or damages where wages and salaries have been paid and accepted.[1947, ch. 267, Sec 1, p. 789.]

44-1202. HOURS OF WORK AND COMPENSABLE TIME -- DETERMINATION. In any and all suits, actions and court proceedings, whether now pending or hereafter instituted, for attorneys' fees, liquidated damages, back or unpaid wages, salaries or compensation for work or labor performed in Idaho, where wages or salaries have been paid to any employee for a pay period, and such employee claims additional salary, wages, overtime compensation, penalties, liquidated damages or attorneys' fees because of work done and services performed during his employment for the pay period covered by such payment, the following is and shall be the definition of "hours worked," and of time put in for which attorneys' fees, liquidated damages, back or unpaid wages, salaries, or compensation may be recovered:

In determining "hours worked" or compensable time for which recovery may be had in such actions for attorneys' fees, liquidated damages, back or unpaid wages, salaries or compensation, the following rules shall be applied:

(1) Wherever the custom or practice of a business, industry, plant, mine, factory or place of work has established the amount of non-compensable time to be spent by an employee in travelling to and from the place of work, in preparing for productive work, in changing clothes before and after a shift, taking showers, securing and returning tools and equipment, in no event shall time so spent be deemed, held or considered to be time or hours worked;

(2) Wherever time spent traveling to or from the place of work, and the preliminary preparation for productive work, and time spent after a regular shift in preparing to leave the place of work, has been taken into consideration in fixing the rate of pay, it shall not be deemed, held or considered to be time or hours worked;

(3) In no event shall any of the following be deemed, held or considered as time or hours worked:

(a) Time spent before beginning of shift in checking in;

(b) Time spent in going to or returning from lunch;

(c) Time spent in change room, taking showers, changing clothes, securing tools and equipment;

(d) Time spent before actual shift starts in receiving instructions;

(e) Time spent on employers' property after end of shift;

(f) Time spent after end of shift in returning tools and equipment, receiving or giving orders, and making reports;

(g) Time spent in traveling to or from the place of work;

(h) Time spent in waiting in line for payment of wages or salaries;

(i) Time spent in any incidental activities before or after work, which may involve activities which are excluded from compensable work time by industry practice, custom or agreement.[1947, ch. 267, Sec 2, p. 789.]

44-1203. COMPENSABLE PAY PROVISIONS UNAFFECTED. Nothing contained in this act shall be construed as preventing the recovery of any wages, salaries, overtime compensation, liquidated damages or attorneys' fees, where salaries or wages have not been paid for a pay period, nor as preventing an employer and an employee from agreeing in writing as to what shall constitute hours worked or time spent for which compensation shall be paid, and on which overtime compensation shall be paid.[1947, ch. 267, Sec 3, p. 789.]

44-1204. SHORT TITLE. This act may be referred to as the "Idaho Hours Worked Act."[1947, ch. 267, Sec 4, p. 789.]

CHAPTER 13
CHILD LABOR LAW

44-1301. RESTRICTIONS ON EMPLOYMENT OF CHILDREN UNDER FOURTEEN. No child under fourteen years of age shall be employed, permitted or suffered to work in or in connection with any mine, factory, workshop, mercantile establishment, store, telegraph or telephone office, laundry, restaurant, hotel, apartment house, or in the distribution or transmission of merchandise or messages. It shall be unlawful for any person, firm or corporation to employ any child under fourteen years of age in any business or service whatever during the hours in which the public schools of the district in which the child resides are in session, or before the hour of six o'clock in the morning, or after the hour of nine o'clock in the evening: provided, that any child over the age of twelve years may be employed at any of the occupations mentioned in this chapter during the regular vacations of two weeks or more of the public schools of the district in which such child resides.[1907, p. 248, Sec 1; am. R.C., Sec 1466; am. 1911, ch. 159, Sec 166, p. 483; am. C.L. 38:280; C.S., Sec 1024; I.C.A., Sec 43-801.]

44-1302. CHILDREN UNDER SIXTEEN -- EDUCATIONAL REQUIREMENTS. No minor who is under sixteen years of age shall be employed or permitted to work at any gainful occupation during the hours that the public schools of the school district in which he resides are in session, unless he can read at sight and write legibly simple sentences in the English language, and has received instructions in spelling, English grammar and geography and is familiar with the fundamental operations of arithmetic up to and including fractions, or has similar attainments in another language.[1907, p. 248, Sec 2; reen. R.C., Sec 1467; am. 1911, ch. 159, Sec 167, p. 483; reen. C.L. 38:281; C.S., Sec 1025; I.C.A., Sec 43-802.]

44-1303. EMPLOYERS TO KEEP RECORD OF MINOR EMPLOYEES. Every person, firm, corporation, agent or officer of a firm or corporation employing or permitting minors under sixteen years of age and over fourteen years of age to work in any mine, factory, workshop, mercantile establishment, store, telegraph or telephone office, laundry, restaurant, hotel, apartment house, or in the distribution or transmission of merchandise or messages, shall keep a record of the names, ages, and place of residence of such minors.[1907, p. 248, Sec 3; reen. R.C., Sec 1468; am. 1911, ch. 159, Sec 168, p. 483; reen. C.L. 38:282; C.S., Sec 1026; I.C.A., Sec 43-803.]

44-1304. WORKING HOURS FOR CHILDREN UNDER SIXTEEN. No person under the age of sixteen years shall be employed or suffered or permitted to work at any gainful occupation more than fifty-four hours in any one week, nor more than nine hours in any one day; nor before the hour of six o'clock in the morning nor after the hour of nine o'clock in the evening.[1907, p. 248, Sec 4; reen. R.C., Sec 1469; reen. 1911, ch. 159, Sec 169, p. 483; reen. C.L. 38:283; C.S., Sec 1027; I.C.A., Sec 43-804.]

44-1305. PENALTY FOR VIOLATIONS OF CHAPTER. Whoever employs a child under sixteen years of age, and whoever having under his control a child under such age permits such child to be employed in violation of sections 44-1301 and 44-1302 shall, for such offense, be fined not more than fifty dollars, and whoever continues to employ any child in the violation of either of said sections after being notified by a truant officer, probation officer or school authority shall, for every day thereafter that such employment continues, be fined not less than five dollars nor more than twenty dollars. A failure to produce to a truant officer, policeman, probation officer or school authority, the age record required by this chapter shall be prima facie evidence of the illegal employment of any person whose age record is not produced. Any parent, guardian or custodian of a minor under sixteen years of age who knowingly swears falsely as to the age of such child for the purpose of obtaining an age record is guilty of perjury.[1907, p. 248, Sec 5; reen. R.C., Sec 1470; reen. 1911, ch. 159, Sec 170, p. 483; reen. C.L. 38:284; C.S., Sec 1028; I.C.A., Sec 43-805.]

44-1306. PROHIBITION AGAINST THEATRICAL EMPLOYMENT OF CHILDREN -- PENALTY -- EXCEPTION. Any person, whether as parent, relative, guardian, employer or otherwise, having the care, custody or control of any child under the age of sixteen years, who exhibits, uses or employs in any manner or under any pretense, sells, apprentices, gives away, lets out or disposes of such child to any person, under any name, title or pretense, for or in any business, exhibition or vocation, injurious to the health or dangerous to the life or limb of such child, or in or for the vocation, occupation, service or purpose of singing, playing on musical instruments, rope or wire walking, dancing, begging or peddling, or as a gymnast, acrobat, or contortionist, or rider, or in any place whatsoever, or for any obscene, indecent or immoral purposes, exhibition or practice whatsoever, or for or in any mendicant, or wandering business whatsoever, or who causes, procures or encourages such child to engage therein, is guilty of a misdemeanor, and punishable by a fine of not less than fifty dollars nor more than $250.00, or by imprisonment in the county jail for a term not exceeding six months or by both such fine and imprisonment. Every person who takes, receives, hires, employes, uses, exhibits, or has in custody any child under the age and for any of the purposes mentioned in this section is guilty of a like offense and punishable by like imprisonment. Nothing in this section contained applies to or affects the employment or use of any such child as a singer or musician in any church, school or academy, or the teaching or learning of the science or practice of music.[1907, p. 248, Sec 6; reen. R.C., Sec 1471; reen. 1911, ch. 159, Sec 171, p. 483; reen. C.L. 38:285; C.S., Sec 1029; I.C.A., Sec 43-806.]

44-1307. EMPLOYMENT OF MINORS IN IMMORAL SURROUNDINGS. Any person, whether as parent, guardian, employer or otherwise, and any firm or corporation, who as employer or otherwise, shall send, direct, or cause to be sent or directed any minor, to any saloon, gambling house, house of prostitution or other immoral place; or who shall employ any minor to serve intoxicating liquors to customers, or who shall employ a minor in handling intoxicating liquor or packages containing such liquors in a brewery, bottling establishment or other place where such liquors are prepared for sale or offered for sale, shall, for each offense, be punished by a fine of not less than fifty dollars or imprisonment for not less than two months, or by both such fine and imprisonment.[1907, p. 248, Sec 7; reen. R.C., Sec 1472; reen. 1911, ch. 159, Sec 172, p. 483; reen. C.L. 38:286; C.S., Sec 1030; I.C.A., Sec 43-807.]

44-1308. PROBATION OFFICERS AND SCHOOL TRUSTEES TO BRING COMPLAINT. The probation officer, or in counties where there is no probation officer, one or more of the school trustees shall visit the various places of employment mentioned in sections 44-1301 and 44-1307 and ascertain whether any minors are employed therein contrary to the provisions of this chapter, and they shall bring complaint for offenses under this chapter to the attention of the prosecuting attorney for prosecution, but nothing herein shall be held to prohibit any reputable citizen from bringing complaint for violations of this chapter. All offenses under this chapter shall be prosecuted in the probate court.[1907, p. 248, Sec 8; am. R.C., Sec 1473; reen. 1911, ch. 159, Sec 173,

p. 483; reen. C.L. 38:287; C.S., Sec 1031; I.C.A., Sec 43-808.]

CHAPTER 15
MINIMUM WAGE LAW

44-1501. SHORT TITLE. This act shall be known and may be cited as the "Minimum Wage Law."[1955, ch. 154, Sec 1, p. 301.]

44-1502. MINIMUM WAGES. Except as hereinafter otherwise provided, no employer shall pay to any of his employees any wages computed at a rate of less than one dollar and forty cents ($1.40) commencing July 1, 1971 and one dollar and sixty cents ($1.60) commencing July 1, 1972, two dollars ($2.00) commencing July 1, 1976, and two dollars and twenty cents ($2.20) commencing January 1, 1977, and two dollars and thirty cents ($2.30) commencing July 1, 1977, per hour for employment.[1955, ch. 154, Sec 2, p. 301; am. 1963, ch. 9, Sec 1, p. 20; am. 1967, ch. 411, Sec 1, p. 1222; am. 1971, ch. 123, Sec 1, p. 422; am. 1976, ch. 38, Sec 1, p. 80.]

44-1503. DEFINITIONS. "Wages" paid to any employee includes compensation paid to such employee in the form of legal tender of the United States, checks on banks convertible into cash on demand, and also includes the reasonable cost as determined by the Employment Security Agency to the employer of furnishing such employee with board, lodging or other facilities if such board, lodging or other facilities are customarily furnished by such employer to his employee and used by employees, and commissions of every kind, but shall not include tips or gratuities.

"Employ" includes to suffer or permit to work. "Employee" includes any individual employed by an employer. "Employer" includes any person employing an employee or acting directly or indirectly in the interest of an employer in relation to an employee but shall not include the United States or any state or political subdivision of a state, or any labor organization (other than when acting as an employer) or any one acting in the capacity of officer or agent of such labor organization.

"Person" means any individual, partnership, association, corporation, business, trust, legal representative, or any organized group of persons.[1955, ch. 154, Sec 3, p. 301; am. 1957, ch. 184, Sec 1, p. 362.]

44-1504. EMPLOYEES EXCEPTED FROM PROVISIONS OF ACT. The provisions of this act shall not apply to any employee employed in a bona fide executive, administrative, or professional capacity, to agricultural labor as that term is defined in section 72-1304, Idaho Code, to anyone engaged in domestic service, to any individual employed as an outside salesman, to seasonal employees of a nonprofit camping program, or to any child under the age of sixteen (16) years working part time or at odd jobs not exceeding a total of four (4) hours per day with any one (1) employer.[1955, ch. 154, Sec 4, p. 301; am. 1959, ch. 59, Sec 1, p. 128; 1967, ch. 411, Sec 2, p. 1222; am. 1978, ch. 307, Sec 1, p. 770.]

44-1505. HANDICAPPED WORKERS. For any employment in which the minimum wage is applicable, the director of the department of labor and industrial services may issue to any person physically defective by age, or otherwise, a special license authorizing the employment of such person for a period not to exceed one (1) year at a wage less than the minimum wage established by this act. The director may hold such hearings and conduct such investigations as he shall deem necessary for the purpose of fixing the special minimum wage for the licensee. Such license may be renewed from time to time by the director.[1955, ch. 154, Sec 5, p. 301; am. 1974, ch. 39, Sec 61, p. 1023.]

44-1506. APPRENTICE. For any employment in which the minimum wage is applicable, the director of the department of labor and industrial services may issue to an apprentice or learner a special license authorizing the employment of such apprentice or learner for the time and under the conditions which he determines and at a wage less than the minimum wage established by this act. Apprentice or learner shall include a student or students enrolled in a bona fide secondary school program administered by an accredited school district which includes work training experience. The director may hold such hearings and conduct such investigations as he shall deem necessary before fixing a special wage for such apprentice or learner.[1955, ch. 154, Sec 6, p. 301; am. 1974, ch. 39, Sec 62, p. 1023; am. 1976, ch. 223, Sec 1, p. 796.]

44-1507. POSTING OF SUMMARY OF THE ACT. Every employer subject to this act shall keep a summary of this act, furnished by the director of the department of labor and industrial services, without charge, posted in a conspicuous place, in or about the premises wherein any person subject to the act is employed, or in a place accessible to his employees.[1955, ch. 154, Sec 7, p. 301; am. 1974, ch. 39, Sec 63, p. 1023.]

44-1508. ENFORCEMENT. (1) When the director of the department of labor and industrial services has reason to believe that an employer is engaged in an act or practice which violates or will violate a provision of chapter 15, title 44, Idaho Code, he may bring an action in a court of competent jurisdiction to enjoin the act or practice, and to enforce compliance with the provisions of chapter 15, title 44, Idaho Code. Upon a proper showing, a permanent or temporary injunction or restraining order shall be granted without bond.

(2) A claim for unpaid minimum wages as set forth in section 44-1502, Idaho Code, may be treated as a claim for wages due and owing under chapter 6, title 45, Idaho Code. Enforcement or suit under chapter 6, title 45, Idaho Code, for unpaid minimum wages may be commenced by the employee or employees affected, or by the department of labor and industrial services whether a wage claim has been filed with the department or not. Such claim shall not be subject to the limitation contained in section 45-615(1), Idaho Code, if brought by the department of labor and industrial services. Any action for such wages must be commenced in a court of competent jurisdiction within two (2) years after the cause of action shall have accrued.[1976, ch. 38, Sec 3, p. 81]

44-1509. DISCHARGING OR DISCRIMINATING AGAINST EMPLOYEE'S ASSERTING RIGHTS UNDER MINIMUM WAGE LAW PROHIBITED. No employer shall discharge or in any other manner discriminate against any employee:

(1) Because the employee has made complaint that he has not been paid wages in accordance with chapter 15, title 44, Idaho Code.

(2) Because the employee has caused to be instituted or is about to cause to be instituted any proceedings under or related to chapter 15, title 44, Idaho Code.

(3) Because the employee has testified or is about to testify in any proceedings under or related to chapter 15, title 44, Idaho Code.[1976, ch. 38, Sec 5, p. 81]

CHAPTER 17
DISCRIMINATORY WAGE RATES BASED UPON SEX

44-1701. DEFINITIONS. As used in this act:

(1) "Employee" means any individual employed by an employer, including individuals employed by the state or any of its political subdivisions.

(2) "Employer" includes any person acting directly or indirectly in the interest of an employer in relation to an employee.

(3) "Wage rate" means all compensation for employment, including payment in kind and amounts paid by employers for employee benefits, as defined by the director in regulations issued under this act.

(4) "Employ" includes to suffer or permit to work.

(5) "Occupation" includes any industry, trade, business or branch thereof, or any employment or class of employment.

(6) "Director" means the director of the human rights commission. [1969, ch. 252, Sec 1, p. 783; am. 1974, ch. 39, Sec 69, p. 1023; am. 1982, ch. 83, Sec. 6, p. 157.]

44-1702. DISCRIMINATORY PAYMENT OF WAGES BASED UPON SEX PROHIBITED. (1) No employer shall discriminate between or among employees in the same establishment on the basis of sex, by paying wages to any employee in any occupation in this state at a rate less than the rate at which he pays any employee of the opposite sex for comparable work on jobs which have comparable requirements relating to skill, effort and responsibility. Differentials which are paid pursuant to established seniority systems or merit increase systems, which do not discriminate on the basis of sex, are not within this prohibition.

(2) No person shall cause or attempt to cause an employer to discriminate against any employee in violation of this act.

(3) No employer may discharge or discriminate against any employee by reason of any action taken by such employee to invoke or assist in any manner the enforcement of this act.[1969, ch. 252, Sec 2, p. 783.]

44-1703. POWERS AND DUTIES OF DIRECTOR WITH RESPECT TO UNLAWFUL PAY PRACTICES. (1) The director is authorized to endeavor to eliminate pay practices unlawful under this act, by informal methods of conference, conciliation and persuasion, and to supervise the payment of wages owing to any employee under this act.

(2) The director shall have power to issue such regulations, not inconsistent with the purpose of this act, as he deems necessary or appropriate to carry out its provisions.

(3) Employers shall be furnished copies or abstracts of this act and such regulations by the director on request without charge.[1969, ch. 252, Sec 3, p. 783; am. 1974, ch. 39, Sec 70, p. 1023.]

44-1704. PROCEDURES FOR COLLECTION OF UNPAID WAGES. (1) Any employer who violates the provisions of section 44-1702, Idaho Code, shall be liable to the employee or employees affected in the amount of their unpaid wages, and in instances of wilful violation in employee suits under subsection (2) of this section, up to an additional equal amount as liquidated damages.

(2) Action to recover such liability may be maintained in any court of competent jurisdiction by any one or more employees for and in behalf of himself or themselves and other employees similarly situated. The court in such action shall, in cases of violation in addition to any judgment awarded to the plaintiff or plaintiffs, allow a reasonable attorney's fee to be paid by the

defendant, and costs of the action.

(3) No agreement by any such employee to work for less than the wage to which such employee is entitled under this act shall be a bar to any such action, or to a voluntary wage restitution of the full amount due under this act.

(4) At the written request of any employee claiming to have been paid less than the wage to which he may be entitled under this act, the director may bring any legal action necessary in behalf of the employee to collect such claim for unpaid wages. The director shall not be required to pay the filing fee, or other costs, in connection with such action. The director shall have power to join various claims against the employer in one (1) cause of action.

(5) In proceedings under this section, the court may order other affirmative action as appropriate, including reinstatement of employees discharged in violation of this act.

(6) The director shall have power to petition any court of competent jurisdiction to restrain violations of section 44-1702, Idaho Code, and for such affirmative relief as the court may deem appropriate, including restoration of unpaid wages and reinstatement of employees, consistent with the purpose of this act.[1969, ch. 252, Sec 4, p. 783; am. 1974, ch. 39, Sec 71, p. 1023.]

CHAPTER 18
EMPLOYMENT OF FIREFIGHTERS

44-1801. DEFINITIONS. As used in this act the following terms shall have the following meanings:

(a) "firefighter" shall mean the paid members, except supervisors, of any regularly constituted fire department in any city, county, fire district or political subdivision within the state. The term "supervisor" means any individual having authority in the interest of an employer to hire, direct, assign, promote, reward, transfer, lay off, recall, suspend, discipline, or discharge other employees, or to adjust their grievances, or to effectively recommend such action if in connection with the foregoing the exercise of such authority is not merely routine or clerical in nature but calls for the consistent exercise of independent judgment; provided, the term "supervisor" shall include only those individuals who perform a preponderance of the above specified acts of authority on a day-to-day basis; and provided further, a supervisor's administrative responsibilities must include demonstrated involvement in policy and budget formulation for the department. Nothing herein shall prohibit any individual employed as a supervisor from becoming or remaining a member of a labor organization, but no employer subject to this act shall be compelled to deem individuals defined herein as supervisors as employees for the purpose of any law, either state or local, related to collective bargaining.

(b) "corporation authorities" shall mean the council, commission, trustees, or any other governing body of any city, county, fire district or political subdivision whose duty or duties it is to establish wages, salaries, rates of pay, working conditions, and other conditions of employment of firefighters.[1970, ch. 138, Sec 1, p. 333; am. 1977, ch. 98, Sec 1, p. 205.]

44-1802. COLLECTIVE BARGAINING RIGHTS OF FIREFIGHTERS -- REPRESENTATION BY BARGAINING AGENT. The firefighters in any city, county, fire district or other political subdivision in the state of Idaho shall have the right to bargain collectively with their respective cities, counties, fire districts or political subdivisions and to be represented by a bargaining agent in such collective bargaining process as to wages, rates of pay, working conditions and all other terms and conditions of employment.[1970, ch. 138, Sec 2, p. 333.]

44-1803. RECOGNITION OF EXCLUSIVE BARGAINING AGENT. The organization selected by the majority of the firefighters in any city, county, fire district or political subdivision shall be recognized as the sole and exclusive bargaining agent for all of the firefighters in the fire department, unless and until recognition of such bargaining agent is withdrawn by vote of the majority of the firefighters of such department.[1970, ch. 138, Sec 3, p. 333; am. 1977, ch. 98, Sec 2, p. 206.]

44-1804. OBLIGATION OF CORPORATE AUTHORITIES TO BARGAIN IN GOOD FAITH -- ENTERING INTO WRITTEN CONTRACT. It shall be the obligation of the city, county, fire district or other political subdivision through its proper corporate authorities, to meet and confer in good faith with the representative or representatives of the bargaining agent within ten (10) days after receipt of written notice from said bargaining agent of the request by the firefighters for a meeting for collective bargaining purposes. This obligation shall include the duty to cause any agreement resulting from negotiations between the bargaining agent and the proper corporate authorities to be reduced to a written contract.[1970, ch. 138, Sec 4, p. 333; am. 1977, ch. 95, Sec 1, p. 200.]

44-1805. SUBMISSION OF ISSUES TO FACT FINDING COMMISSION. In the event that the bargaining agent and the corporate authorities are unable, within thirty (30) days from and including the date of their first meeting, to reach an agreement on a contract, any and all unresolved issues shall be submitted to a fact finding commission.[1970, ch. 138, Sec 5, p. 333.]

44-1806. APPOINTMENT OF FACT FINDING COMMISSION -- PUBLIC OFFICIALS AND EMPLOYEES INELIGIBLE -- PAYMENT OF EXPENSES. Within five (5) days from the expiration of the thirty (30) day period referred to in section 44-1805, the bargaining agent and the corporate authorities shall each select and name one (1) member of a fact finding commission respectively and shall immediately thereafter notify each other in writing of the names and addresses of the person so selected. The two (2) members so selected and named shall within ten (10) days from and after the expiration of the five (5) day period mentioned above, agree upon and appoint and name a third member. If on the expiration of the ten (10) day period the two (2) members are unable to agree upon the appointment of a third member, the director of the department of labor and industrial services shall appoint such third member upon request in writing from either the bargaining agent or the corporate authorities. The third member of the fact finding commission, whether appointed as result of agreement between the two (2) members selected by the bargaining agent and the corporate authorities, or appointed by the director, shall act as chairman of the fact finding commission. No member of the fact finding commission shall be an elected official, or employee of the city, county, fire district, or political subdivision affected. Any expenses incurred by the fact finding commission shall be equally shared by the bargaining agent and the corporate authorities.[1970, ch. 138, Sec 6, p. 333.]

44-1807. NEGOTIATED AGREEMENTS CONSTITUTE CONTRACT. Any agreements actually negotiated between the bargaining agent and the corporate authorities either before or within thirty (30) days after the fact finding commission's recommendation shall constitute the collective bargaining contract governing the firefighters and said city, county, fire district, or political subdivision for the period stated therein.[1970, ch. 138, Sec 7, p. 333; am. 1977, ch. 95, Sec 2, p. 200.]

44-1808. NOTICE OF REQUEST FOR BARGAINING ON MATTERS REQUIRING APPROPRIATION. Whenever wages, rates of pay, or any other matter requiring appropriation of money by any city, county, fire district or political subdivision are included as a matter of collective bargaining conducted under the provisions of this act, it is the obligation of the bargaining agent to serve written notice of request for collective bargaining on the corporate authorities at least ninety (90) days before the last day on which money can be appropriated by the city, county, fire district or political subdivision to cover the contract period which is the subject of the collective bargaining procedure.[1970, ch. 138, Sec 8, p. 333.]

44-1809. NOTICE OF HEARING BEFORE FACT FINDING COMMISSION -- PRESENTATION OF EVIDENCE -- DETERMINATION BY MAJORITY. (a) The fact finding commission shall appoint a time and place for hearing and cause notification to the parties consisting of the bargaining agent and the corporate authorities to be served personally or by registered mail not less than five (5) days before the hearing. Appearance at the hearing waives such notice requirement. The fact finding commission may adjourn the hearing from time to time as necessary, and on request of a party for good cause, or upon their own motion, may postpone the hearing. The fact finding commission may hear and determine the controversy upon the evidence produced notwithstanding the failure of a party duly notified to appear.

(b) All interested parties are entitled to be heard, to present evidence material to the controversy and to cross examine witnesses appearing at the hearing.

(c) The hearing shall be conducted by all the members of the fact finding commission but a majority may determine any question and render a recommendation. If, during the course of the hearing a member of the fact finding commission for any reason ceases to act or serve on said commission, the remaining members appointed to act may continue with the hearing and determination of the controversy.[1970, ch. 138, Sec 9, p. 333.]

44-1810. WRITTEN RECOMMENDATION OF COMMISSION -- COPIES TO PARTIES. The recommendation of the fact finding commission shall be in writing and signed by the members joining in the recommendation. The fact finding commission shall deliver a copy of the recommendation to the bargaining agent, corporate authorities, and any other party requesting such recommendation.[1970, ch. 138, Sec 10, p. 333.]

44-1811. STRIKES PROHIBITED DURING CONTRACT. Upon consummation and during the term of the written contract or agreement, no firefighter shall strike or recognize a picket line of any labor organization while in the performance of his official duties.[1970, ch. 138, Sec 11, p. 333.]

TITLE 45 - LIENS, MORTGAGES AND PLEDGES

CHAPTER 3
FARM LABORERS' LIENS

45-301. RIGHT TO LIEN. Any person who does any labor on a farm or land in tilling the same, or in cultivating, harvesting, threshing, or housing any crop or crops raised thereon, has a lien on such crop or crops for such labor. Such lien shall be preferred and prior lien thereon to any security interest therein, and any party taking a security interest in any crop or crops, upon which any person shall perform labor in cultivating, harvesting, threshing or housing said crop, shall take such security interest subject to, and such security interest shall be subsequent to, the lien of the person or persons performing such labor as to a reasonable compensation for such labor: provided, that the interest in any crop of any lessor or lessors of land where the premises are leased in consideration of a share in the crop raised thereon is not subject to such lien.[1893, p. 49, ch. 3, Sec 1; am. 1895, p. 137, Sec 1; reen. 1899, p. 147, ch. 3, Sec 1; am. 1903, p. 93, Sec 1; reen. R.C. & C.L., Sec 5141; C.S., Sec 7372; I.C.A., Sec 44-301; am. 1967, ch. 272, Sec 12, p. 745.]

45-302. CLAIM OF LIEN -- ENFORCEMENT -- REMOVAL AND SALE OF PRODUCTS IN OPEN MARKET. Any person claiming the benefit of this chapter must, within ninety days after the close of said work or labor, file for record with the county recorder of the county in which said work and labor was performed, a claim which shall be in substance in accordance with the provisions of section 45-407, so far as the same may be applicable, which said claims shall be verified as in the said section provided, and said liens may be enforced in civil actions: provided, that where farm products are removed from the premises upon which the same were grown, and sold to shippers, wholesale dealers or manufacturers upon the open market in the ordinary course of trade before the filing of any such lien, such shippers, wholesale dealers or manufacturers shall not be liable for any farm laborer's liens, unless notice has been given them of persons holding claims described in this chapter; and said vendee shall be required to demand and receive a sworn, written statement from the vendor giving the names and the amounts due to laborers entitled to liens, as provided in this chapter. Any such vendor who shall fail to make such statement when demanded or who shall make any false or misleading statement therein, shall be guilty of a misdemeanor, and shall, moreover, be liable to any laborer thus deprived of his lien for double the full value thereof, and to reasonable attorney's fees in case suit is instituted to recover the amount due.[1893, p. 49, ch. 3, Sec 3; reen. 1899, p. 147, ch. 3, Sec 2; reen. R.C., Sec 5142; am. 1915, ch. 79, p. 192; reen. C.L., Sec 5142; C.S., Sec 7373; am. 1923, ch. 33, Sec 1, p. 36; am. 1927, ch. 182, Sec 1, p. 245; I.C.A., Sec 44-302.]

45-303. DURATION OF LIEN. No lien provided for in this chapter binds such crop or crops for a longer period than six calendar months after the claim as herein provided has been filed, unless a civil action be commenced in a proper court within that time to enforce the same.[C.S., Sec 7373a, as added by 1923, ch. 33, Sec 1, p. 36; am. 1927, ch. 182, Sec 1, p. 245; I.C.A., Sec 44-303.]

45-304. RULES OF PRACTICE AND APPEALS. Except as otherwise provided in this chapter the provisions of this code relating to civil actions, new trials and appeals are applicable to, and constitute the rules of practice in the proceedings mentioned in this chapter.[C.S., Sec 7373b, as added by 1923, ch. 33, Sec 1, p. 36; am. 1927, ch. 182, Sec 1, p. 245; I.C.A., Sec 44-304.]

45-305. ENFORCEMENT AGAINST WHOLE OR PART OF PROPERTY. Any person who shall bring civil action to enforce the lien as herein provided for, or any person having a lien as herein provided for, who shall be made a party to any such civil action has a right to demand that such lien be enforced against the whole or any part of such crop or crops.[C.S., Sec 7373c, as added by 1923, ch. 33, Sec 1, p. 36; am. 1927, ch. 182, Sec 1, p. 245; I.C.A., Sec 44-305.]

45-306. JOINDER OF ACTIONS -- FILING FEES AS COSTS -- ATTORNEY'S FEES Any number of persons claiming liens against the same property under this chapter may join in the same action, and when separate actions are commenced, the court may consolidate them. The court shall also, as part of the cost, allow the moneys paid for filing and recording the claim, and a reasonable attorney's fee for each person claiming a lien.[C.S., Sec 7373d, as added by 1923, ch. 33, Sec 1, p. 36; am. 1927, ch. 182, Sec 1, p. 245; I.C.A., Sec 44-306.]

45-307. ENFORCEMENT OF JUDGMENTS -- APPORTIONMENT OF PROCEEDS. In such civil action judgments must be rendered in favor of each person having a lien for the amount due him, and the court or judge thereof shall order any property subject to the lien herein provided for, to be sold by the sheriff of the proper county in the same manner that personal property is sold on execution, and the court or judge shall apportion the proceeds of such a sale for the payment of each judgment pro rata, according to the amount of such judgment.[C.S., Sec 7373e, as added by 1923, ch. 33, Sec 1, p. 36; am. 1927, ch. 182, Sec 1, p. 245; I.C.A., Sec 44-307.]

45-308. PROPERTY MAY BE SOLD AS PERSONALTY. The court or judge may order any property subject to a lien as in this chapter provided, to be sold by the sheriff as personal property is sold on execution, either before or at time judgment is rendered as provided in the section next preceding, and the proceeds of such sale must be paid into court to be applied as in such section directed.[C.S., Sec 7373f, as added by 1923, ch. 33, Sec 1, p. 36; am. 1927, ch. 182, Sec 1, p. 245; I.C.A., Sec 44-308.]

45-309. ACTION TO RECOVER DEBT NOT IMPAIRED. Nothing contained in this chapter or in chapter 4 of this title shall be construed to impair or affect the right of any person to whom any debt may be due for work done, or for the price of any saw logs, spars, piles, cord wood or other timber to maintain a personal action to recover such debt against the person liable therefor.[1893, p. 49, ch. 3, Sec 3; reen. 1899, p. 147, ch. 3, Sec 3; reen. R.C. & C.L., Sec 5143; C.S., Sec 7374; I.C.A., Sec 44-309.]

45-310. INTERFERENCE WITH PROPERTY SUBJECT TO LIEN -- PENALTY -- BOND. Any person or persons who shall, after the filing for record in the county recorder's office in the county in which said labor was performed of a claim of lien as in this chapter provided, remove, dispose of, secrete, or destroy, or who shall cause to be removed, disposed of, secreted or destroyed, or any person or persons who shall aid or assist in removing, disposing of, secreting or destroying, any or all of the crop or crops covered by such lien, without the written consent of the lien claimant first obtained, until the enforcement of said lien or the payment of such lien claimant for his labor, shall be guilty of a misdemeanor, and upon conviction thereof shall be imprisoned in the county jail for not less than one nor more than six months, or shall be fined not less than twenty-five dollars nor more than $500.00, or shall suffer both such fine and imprisonment, unless prior to such removal or disposal a bond [is given] in double the amount of the lien claimed, said bond to be approved by the clerk of the district court and running to the lien claimant, the condition of said bond being that the owner of said crops, so liened upon will pay any judgment, including costs and attorney's fees, rendered in favor of said lien claimant, said bond shall be filed with the county auditor, or that in lieu of said bond cash may be deposited with said auditor in a sum equal to double the amount claimed in said lien.[1895, p. 137, Sec 2; reen. 1899, p. 147, ch. 3, Sec 4; am. R.C. & C.L., Sec 5144; C.S., Sec 7375; am. 1923, ch. 24, Sec 1, p. 27; I.C.A., Sec 44-310.]

CHAPTER 4
LOGGERS' LIENS

45-401. LIENS UPON SAW LOGS. Every person performing labor upon, or who shall assist in obtaining or securing, saw logs, spars, piles, cord wood, or other timber, has a lien upon the same for the work or labor done upon, or in obtaining or securing the same, whether such work or labor was done at the instance of the owner of the same or his agent. The cook shall be regarded as a person who assists in obtaining or securing the timber herein mentioned.[1893, p. 49, ch. 2, Sec 1; reen. 1899, p. 147, ch. 2, Sec 1; reen. R.C. & C.L., Sec 5125; C.S., Sec 7356; I.C.A., Sec 44-401.]

45-402. LIEN ON LUMBER MADE FROM SAW LOGS. Every person performing labor upon, or who shall assist in manufacturing saw logs into lumber, has a lien upon such lumber while the same remains at the mill where manufactured, whether such work or labor was done at the instance of the owner of such logs or of his agents.[1893, p. 49, ch. 2, Sec 2; reen. 1899, p. 147, ch. 2, Sec 2; reen. R.C. & C.L., Sec 5126; C.S., Sec 7357; I.C.A., Sec 44-402.]

45-403. LIEN FOR PURCHASE-PRICE UPON LOGS. Any person who shall permit another to go upon his timber land and cut thereon saw logs, spars, piles, cord wood or other timber, has a lien upon such logs, spars, piles, cord wood and timber, for the price agreed to be paid for such privilege, or for the price such privilege would be reasonably worth in case there was no express agreement fixing the price.[1893, p. 49, ch. 2, Sec 3; reen. 1899, p. 147, ch. 2, Sec 3; reen. R.C. & C.L., Sec 5127; C.S., Sec 7358; I.C.A., Sec 44-403.]

45-404. LIENS PREFERRED TO OTHER LIENS. The liens provided for in this chapter are prior to any other liens, and no sale or transfer of any saw logs, spars, piles, cord wood or other timber or manufactured lumber shall divest the lien thereon as herein provided, and such lien shall follow such property into any county in this state into which the same may be removed: provided, notice of such lien shall have been filed in such county.[1893, p. 49, ch. 2, Sec 4; reen. 1899, p. 147, ch. 2, Sec 4; reen. R.C. & C.L., Sec 5128; C.S., Sec 7359; I.C.A., Sec 44-404.]

45-405. TIME FOR FILING LIEN FOR WORK OR LABOR. The person rendering the service or doing the work or labor named in sections 45-401 and 45-402 is only entitled to the liens as provided herein for services, work or labor, for the period of eight calendar months next preceding the filing of the claim, as provided in section 45-407. [1893, p. 49, ch. 2, Sec 5; reen. 1899, p. 147, ch. 2, Sec 5; reen. R.C. & C.L., Sec 5129; C.S., Sec 7360; I.C.A., Sec 44-405.]

45-406. TIME FOR FILING LIENS FOR PURCHASE-PRICE. The person granting the privilege mentioned in section 45-403 is entitled to the lien as provided therein for saw logs, spars, piles, cord wood and other timber, cut during the eight months next preceding the filing of the claim, as provided in the next succeeding section.[1893, p. 49, ch. 2, Sec 6; reen. 1899, p. 147, ch. 2, Sec 6; reen. R.C. & C.L., Sec 5130; C.S., Sec 7361; I.C.A., Sec 44-406.]

45-407. CLAIM OF LIEN FOR WORK OR LABOR. Every person, within sixty days after the close of the rendition of the services, or after the close of the work or labor mentioned in sections 45-401 and 45-402, claiming the benefit hereof, must file for record with the county recorder of the county in which such saw logs, spars, piles, cord wood or other timber was cut, or in which such lumber was manufactured, or, if removed to another county, then in such county, a notice of claim containing a statement of his demand, and the amount thereof, after deducting, as near as possible, all just credits and offsets, with the name of the person by whom he was employed. The notice of claim shall state what such service, work or labor is reasonably worth; and it shall also contain a description of the property to be charged with the lien, sufficient for identification, with reasonable certainty, which notice of claim must be verified by the oath of himself, his agent or attorney, to the effect that the affiant believes the same to be true. Such notice of claim shall be substantially in the following form:

.... claimant, vs. ....

Notice is hereby given that .... of .... county, state of Idaho, claims a lien upon a .... of .... being about .... in quantity, which were cut in .... county, state of Idaho, are marked thus ...., and are now lying in .... for labor performed upon and assistance rendered in .... said ....; that the name of the owner or reputed owner is ....; that .... employed said .... to perform such labor and render such assistance upon the following terms, to wit: The said .... agreed to pay the said .... for such labor and assistance ....; that said contract has been faithfully performed and fully complied with on the part of said ...., who performed labor upon and assisted in .... said .... for the period of .... that said labor and assistance were so performed and rendered upon said .... between the .... day of .... and the .... day of ...., and the rendition of said services was closed on the .... day of .... and .... days have not elapsed since that time; that the amount of claimant's demand for said services is ....; that no part thereof has been paid except ...., and there is now due and unpaid thereon, after deducting all just credits and offsets, the sum of ...., in which amount he claims a lien upon said .....

State of Idaho, ... county, ss.

...., being first duly sworn, on oath says that he is .... named in the foregoing claim, has heard the same read and knows the contents thereof, and believes the same to be true .....

Subscribed and sworn to before me this .... day of ...., 19...[1893, p. 49, ch. 2, Sec 7; reen. 1899, p. 147, ch. 2, Sec 7; reen. R.C. & C.L., Sec 5131; C.S., Sec 7362; I.C.A., Sec 44-407.]

45-408. CLAIM OF LIEN FOR PURCHASE-PRICE. Every person mentioned in section 45-403 claiming the benefit hereof, must, within ninety days after such cutting, file for record with the county recorder of the county in which such saw logs, spars, piles, cord wood or other timber was cut, a claim in substance the same as provided in the next preceding section, and verified as therein provided.[1893, p. 49, ch. 2, Sec 8; reen. 1899, p. 147, ch. 2, Sec 8; reen. R.C. & C.L., Sec 5132; C.S., Sec 7363; I.C.A., Sec 44-408.]

45-409. RECORD OF CLAIMS. The county recorder must record any claim filed under this chapter in a book kept by him for that purpose, which record must be indexed as deeds and other conveyances are required by law to be indexed, and for which he may receive the same fees as are allowed by law for recording deeds or other instruments.[1893, p. 49, ch. 2, Sec 9; reen. 1899, p. 147, ch. 2, Sec 9; reen. R.C. & C.L., Sec 5133; C.S., Sec 7364; I.C.A., Sec 44-409.]

45-410. DURATION OF LIEN. No lien provided for in this chapter binds any saw logs, spars, piles, cord wood or other timber, or any lumber, for a longer period than six calendar months after the claim as herein provided has been filed, unless a civil action be commenced in a proper court within that time to enforce the same.[1893, p. 49, ch. 2, Sec 10; reen. 1899, p. 147, ch. 2, Sec 10; reen. R.C. & C.L., Sec 5134; C.S., Sec 7365; I.C.A., Sec 44-410.]

45-411. RULES OF PRACTICE AND APPEALS. Except as otherwise provided in this chapter the provisions of this code relating to civil actions, new trials and appeals are applicable to, and constitute the rules of practice in the proceedings mentioned in this chapter.[1893, p. 49, ch. 2, Sec 11; reen. 1899, p. 147, ch. 2, Sec 11; reen. R.C. & C.L., Sec 5135; C.S., Sec 7366; I.C.A., Sec 44-411.]

45-412. ENFORCEMENT AGAINST WHOLE OR PART OF PROPERTY. Any person who shall bring a civil action to enforce the lien as herein provided for, or any person having a lien as herein provided for, who shall be made a party to any such civil action, has a right to demand that such lien be enforced against the whole or any part of the saw logs, spars, piles, cord wood or other timber or manufactured lumber, upon which he has performed labor or which he has assisted in obtaining or securing, or which has been cut on his timber land during the eight months mentioned in sections 45-405 and 45-406, for all his labor upon, or for all his assistance in obtaining or securing, said logs, spars, piles, cord wood or other timber, or in manufacturing said lumber during the whole or any part of the eight months mentioned in section 45-405, or for timber cut during the whole or any part of the eight months mentioned in section 45-406.[1893, p. 49, ch. 2, Sec 12; reen. 1899, p. 147, ch. 2, Sec 12; reen. R.C. & C.L., Sec 5136; C.S., Sec 7367; I.C.A., Sec 44-412.]

45-413. JOINDER OF ACTIONS -- FILING FEES AS COSTS -- ATTORNEY'S FEES. Any number of persons claiming liens against the same property under this chapter may join in the same action, and when separate actions are commenced, the court may consolidate them. The court shall also, as part of the cost, allow the moneys paid for filing and recording the claim, and a reasonable attorney's fee for each person claiming a lien.[1893, p. 49, ch. 2, Sec 13; reen. 1899, p. 147, ch. 2, Sec 13; reen. R.C. & C.L., Sec 5137; C.S., Sec 7368; I.C.A., Sec 44-413.]

45-414. ENFORCEMENT OF JUDGMENTS -- APPORTIONMENT OF PROCEEDS. In such civil action judgments must be rendered in favor of each person having a lien for the amount due to him, and the court or judge thereof shall order any property subject to the lien herein provided for, to be sold by the sheriff of the proper county in the same manner that personal property is sold on execution, and the court or judge shall apportion the proceeds of such sale for the payment of each judgment pro rata, according to the amount of such judgment.[1893, p. 49, ch. 2, Sec 14; reen. 1899, p. 147, ch. 2, Sec 14; reen. R.C. & C.L., Sec 5138; C.S., Sec 7369; I.C.A., Sec 44-414.]

45-415. PROPERTY MAY BE SOLD AS PERSONALTY. The court or judge may order any property subject to a lien as in this chapter provided, to be sold by the sheriff as personal property is sold on execution, either before or at the time judgment is rendered as provided in the section next preceding, and the proceeds of such sale must be paid into court to be applied as in such section directed.[1893, p. 49, ch. 2, Sec 15; reen. 1899, p. 147, ch. 2, Sec 15; reen. R.C. & C.L., Sec 5139; C.S., Sec 7370; I.C.A., Sec 44-415.]

45-416. INTERFERENCE WITH PROPERTY SUBJECT TO LIEN -- LIABILITY TO LIENHOLDER. Any person who shall injure, impair or destroy, or who shall render difficult, uncertain or impossible of identification, any saw logs, spars, piles, cord wood or other timber, upon which there is a lien as herein provided, without the express consent of the person entitled to such lien, shall be liable to the lienholder for the damages to the amount secured by his lien, plus reasonable attorney's fees to be fixed by the court, which may be recovered by civil action against such person. [1893, p. 49, ch. 2, Sec 16; reen. 1899, p. 147, ch. 2, Sec 16; reen. R.C. & C.L., Sec 5140; C.S., Sec 7371; am. 1923, ch. 156, Sec 1, p. 227; I.C.A., Sec 44-416.]

45-417. INTERFERENCE WITH PROPERTY SUBJECT TO LIEN -- PENALTY -- BOND. Any person or persons who shall, after the filing for record in the county recorder's office in the county of which said labor was performed, or in which said logs, spars, piles, cord wood or other timber are located, of a claim of lien as in this chapter provided, remove, dispose of, injure, impair or destroy or who shall render difficult, uncertain or impossible of identification any such saw logs, spars, piles, cord wood, or other timber products upon which there is a lien as herein provided, or any person or persons who shall aid or assist in doing any of the acts above prohibited shall be guilty of a misdemeanor and upon conviction may be imprisoned in the county jail for not more than six months or shall be fined not less than $100.00 nor more than $300.00, or shall suffer both such fine and imprisonment in the discretion of the court, unless prior to such removing, disposing of, injuring, impairing, or destroying, or rendering uncertain or impossible of identification, a bond in double the amount of the lien claim, said bond to be approved by the clerk of the district court and running to the lien claimant or claimants, the condition of said bond being that the owner of said logs or other timber products liened upon will pay any judgment, including costs and reasonable attorney fees to be assessed by the court, rendered in favor of such lien claimant or claimants, shall be filed with the county auditor of the county where said lien is filed or in lieu of said bond, as the case may be, deposit with said auditor a sum equal to double the amount claimed in said lien.[C.S., Sec 7371A, as added by 1923, ch. 156, Sec 2, p. 227; I.C.A., Sec 44-417.]

CHAPTER 5
LIENS OF MECHANICS AND MATERIALMEN

45-501. RIGHT TO LIEN. Every person performing labor upon, or furnishing materials to be used in the construction, alteration or repair of any mining claim, building, wharf, bridge, ditch, dike, flume, tunnel, fence, machinery, railroad, wagon road, aqueduct to create hydraulic power, or any other structure, or who grades, fills in, levels, surfaces or otherwise improves any land, or who performs labor in any mine or mining claim, and every professional engineer or licensed surveyor under contract who prepares or furnishes designs, plans, plats, maps, specifications, drawings, surveys, estimates of cost, on site observation or supervision, or who renders any other professional service whatsoever for which he is legally authorized to perform in connection with any land or building development or improvement, or to establish boundaries, has a lien upon the same for the work or labor done or professional services or materials furnished, whether done or furnished at the instance of the owner of the building or other improvement or his agent; and every contractor, subcontractor, architect, builder or any person having charge of any mining claim, or of the construction, alteration or repair, either in whole or in part, of any building or other improvement, as aforesaid, shall be held to be the agent of the owner for the purpose of this chapter: provided, that the lessee or lessees of any mining claim shall not be considered as the agent or agents of the owner under the provisions of this chapter.[1893, p. 49, ch. 1, Sec 1; reen. 1899, p. 147, ch. 1, Sec 1; reen. R.C. & C.L., Sec 5110; C.S., Sec 7339; I.C.A., Sec 44-501; am. 1951, ch. 199, Sec 1, p. 422; am. 1971, ch. 91, Sec 1, p. 196.]

45-504. LIEN FOR IMPROVING LOTS. Any person who, at the request of the owner of any lot in any incorporated city or town, surveys, grades, fills in, or otherwise improves the same, or the street in front of or adjoining the same, has a lien upon such lot for his work done or material furnished.[1893, p. 49, ch. 1, Sec 3; reen. 1899, p. 147, ch. 1, Sec 3; reen. R.C. & C.L., Sec 5112; C.S., Sec 7343; I.C.A., Sec 44-504; am. 1971, ch. 91, Sec 2, p. 196.]

45-505. LAND SUBJECT TO LIEN. The land upon which or in connection with which any professional services are performed or any building, improvement or structure is constructed, together with a convenient space about the same, or so much as may be required for the convenient use and occupation thereof, to be determined by the court on rendering judgment, is also subject to the lien, if, at the commencement of the furnishing of professional services or other work or of the furnishing of the material for the same, the land belonged to the person who caused said professional services to be performed or said building, improvement or structure to be constructed, altered or repaired, but if such person owns less than a fee simple estate in such land, then only his interest therein is subject to such lien.[1893, p. 49, ch. 1, Sec 4; reen. 1899, p. 147, ch. 1, Sec 4; reen. R.C. & C.L., Sec 5113, C.S., Sec 7344; I.C.A., Sec 44-505; am. 1971, ch. 91, Sec 3, p. 196.]

45-506. LIENS PREFERRED CLAIMS. The liens provided for in this chapter are preferred to any lien, mortgage or other encumbrance, which may have attached subsequent to the time when the building, improvement or structure was commenced, work done, or materials or professional services were commenced to be furnished; also to any lien, mortgage, or other encumbrance of which the lienholder had no notice, and which was unrecorded at the time the building, improvement or structure was commenced, work done, or materials or professional services were commenced to be furnished.[1893, p. 49, ch. 1, Sec 5; reen. 1899, p. 147, ch. 1, Sec 5; reen. R.C. & C.L., Sec 5114; C.S., Sec 7345; I.C.A., Sec 44-506; am. 1971, ch. 91, Sec 4, p. 196.]

45-507. CLAIM OF LIEN. Every original contractor, professional engineer or licensed surveyor claiming the benefit of this chapter must, within ninety (90) days, and every other person must, within sixty (60) days, after the completion of any building, improvement or structure, or after the completion of the alteration or repair thereof, or in case he cease to labor or perform professional services thereon before the completion thereof, then after he so ceases to labor or to perform professional services or after he has ceased to labor or to perform professional services thereon for any cause, or after he has ceased to furnish materials therefor, or after the performance of any labor or professional services in a mine or mining claim, file for record with the county recorder for the county in which such property or some part thereof is situated, a claim containing a statement of his demand, after deducting all just credits and offsets, with the name of the owner, or reputed owner, if known, and also the name of the person by whom he was employed or to whom he furnished the materials, and also a description of the property to be charged with the lien, sufficient for identification, which claim must be verified by the oath of the claimant, his agent or attorney, to the effect that the affiant believes the same to be just.[1893, p. 49, ch. 1, Sec 6; am. 1895, p. 48, ch. 1, Sec 6; reen. 1899, p. 147, ch. 1, Sec 6; reen. R.C. & C.L., Sec 5115; C.S., Sec 7346; I.C.A., Sec 44-507; am. 1971, ch. 91, Sec 5, p. 196.]

45-508. CLAIMS AGAINST TWO BUILDINGS. In every case in which one claim is filed against two or more buildings, mines, mining claims, or other improvements, owned by the same person, the person filing such claim must, at the same time, designate the amount due him on each of said buildings, mines, mining claims, or other improvement; otherwise the lien of such claim is postponed to other liens. The lien of such claim does not extend beyond the amount designated as against other creditors having liens by judgment, mortgage, or otherwise, upon either of such buildings, or other improvements, or upon the land upon which the same are situated.[1893, p. 49, ch. 1, Sec 7; reen. 1899, p. 147, ch. 1, Sec 7; reen. C.L., Sec 5116; C.S., Sec 7347; I.C.A., Sec 44-508.]

45-509. RECORD OF LIEN CLAIMS. The county recorder must record the claims mentioned in this chapter in a book kept by him for that purpose, which record must be indexed, as deeds and other conveyances are required by law to be indexed, and for which he may receive the same fees as are allowed by law for recording deeds or other instruments.[1893, p. 49, ch. 1, Sec 8; reen. 1899, p. 147, ch. 1, Sec 8; reen. R.C. & C.L., Sec 5117; C.S., Sec 7348; I.C.A., Sec 44-509.]

45-510. DURATION OF LIEN. No lien provided for in this chapter binds any building, mining claim, improvement or structure for a longer period than six months after the claim has been filed, unless proceedings be commenced in a proper court within that time to enforce such lien; or unless a payment on account is made, or extension of credit given with expiration date thereof, and such payment or credit and expiration date, is endorsed on the record of the lien, then six months after the date of such payment or expiration of extension. The lien of a final judgment obtained on any lien provided for in this chapter shall cease five years from the date the judgment becomes final, but if such period of five years has expired or will expire before September 1, 1947, the owner of such judgment lien shall have until September 1, 1947, within which to levy execution under such judgment.[1893, p. 49, ch. 1, Sec 9; reen. 1899, p. 147, ch. 1, Sec 9; reen. R.C. & C.L., Sec 5118; C.S., Sec 7349; I.C.A., Sec 44-510; am. 1947, ch. 125, Sec 1, p. 292.]

45-511. RECOVERY BY CONTRACTOR -- DEDUCTION OF DEBTS TO SUBCONTRACTORS. The original or subcontractor shall be entitled to recover, upon the claim filed by him, only such amount as may be due to him according to the terms of his contract, after deducting all claims of other parties for work done and materials furnished to him as aforesaid, of which claim of lien shall have been filed as required by this chapter, and in all cases where a claim shall be filed under this chapter for work done or materials furnished to any subcontractor, he shall defend any action brought thereupon at his own expense;

and during the pendency of such action, the person indebted to the contractor may withhold from such contractor the amount of money for which claim is filed; and in case of judgment upon the lien, the person indebted in the contract shall be entitled to deduct from any amount due or to become due by him to such contractor, the amount of such judgment and costs; and if the amount of such judgment and costs shall exceed the amount due from him to such contractor, if the person indebted in the contract shall have settled with such contractor in full, he shall be entitled to recover back from such contractor any amount so paid by him in excess of the contract price, and for which such contractor was originally the party liable.[1893, p. 49, ch. 1, Sec 10; reen. 1899, p. 147, ch. 1, Sec 10; reen. R.C. & C.L., Sec 5119; C.S., Sec 7350; I.C.A., Sec 44-511.]

45-512. JUDGMENT TO DECLARE PRIORITY. In every case in which different liens are asserted against any property, the court in the judgment must declare the rank of each lien or class of liens which shall be in the following order:

1. All laborers, other than contractors or subcontractors.
2. All materialmen, other than contractors or subcontractors.
3. Subcontractors.
4. The original contractor.
5. All professional engineers and licensed surveyors.

And in case the proceeds of sale under this chapter shall be insufficient to pay all lienholders under it:

1. The liens of all laborers, other than the original contractor and subcontractor, shall first be paid in full, or pro rata if the proceeds be insufficient to pay them in full.
2. The lien of materialmen, other than the original contractor or subcontractor, shall be paid in full, or pro rata if the proceeds be insufficient to pay them in full.
3. Out of the remainder, if any, the subcontractors shall be paid in full, or pro rata if the remainder be insufficient to pay them in full, and the remainder, if any, shall be paid pro rata to the original contractor and the professional engineers and licensed surveyors; and each claimant shall be entitled to execution for any balance due him after such distribution; such execution to be issued by the clerk of the court upon demand, at the return of the sheriff or other officer making the sale, showing such balance due.[1893, p. 49, ch. 1, Sec 11; reen. 1899, p. 147, ch. 1, Sec 11; reen. R.C. & C.L., Sec 5120; C.S., Sec 7351; I.C.A., Sec 44-512; am. 1971, ch. 91, Sec 6, p. 196.]

45-513. JOINDER OF ACTIONS -- FILING FEES AS COSTS -- ATTORNEY'S FEES. Any number of persons claiming liens against the same property may join in the same action, and when separate actions are commenced the court may consolidate them. The court shall also allow as part of the costs the moneys paid for filing and recording the claim, and reasonable attorney's fees.[1893, p. 49, ch. 1, Sec 12; reen. 1899, p. 147, ch. 1, Sec 12; reen.R.C. & C.L., Sec 5121; C.S., Sec 7352; I.C.A., Sec 44-513.]

45-514. EXEMPTION OF MATERIALS FROM EXECUTION. Whenever materials shall have been furnished for use in the construction, alteration or repair of any buildings, or other improvement, such materials shall not be subject to attachment, execution or other legal process, to enforce any debt due by the purchaser of such materials, except a debt due for the purchase money thereof, so long as, in good faith, the same are being applied to the construction, alteration or repair of such building, mining claim or other improvement.[1893, p. 49, ch. 1, Sec 13; reen. 1899, p. 147, ch. 1, Sec 13; reen. R.C. & C.L., Sec 5122; C.S., Sec 7353; I.C.A., Sec 44-514.]

45-515. ACTION TO RECOVER DEBT. Nothing contained in this chapter shall be construed to impair or affect the right of any person to whom any debt may be due for work done or materials furnished, to maintain a personal action to recover such debt against the person liable therefor.[1893, p. 49, ch. 1, Sec 14; reen. 1899, p. 147, ch. 1, Sec 14; reen. R.C. & C.L., Sec 5123; C.S., Sec 7354; I.C.A., Sec 44-515.]

45-516. RULES OF PRACTICE AND APPEALS. Except as otherwise provided in this chapter, the provisions of this code relating to civil actions, new trials and appeals are applicable to, and constitute the rules of practice in, the proceedings mentioned in this chapter: provided, that the district courts shall have jurisdiction of all actions brought under this chapter.[1893, p. 49, ch. 1, Sec 15; reen. 1899, p. 147, ch. 1, Sec 15; reen. R.C. & C.L., Sec 5124; C.S., Sec 7355; I.C.A., Sec 44-516.]

45-517. LIEN FOR WORKMEN'S COMPENSATION SECURITY. The term "labor" as used in this title, shall include the cost of workmen's compensation and occupational disease compensation security required by the provisions of section 72-801 and section 72-1203 and amendments thereto, payment for which security has not been made.[I.C., Sec 45-517, as added by 1951, ch. 234, Sec 1, p. 471.]

CHAPTER 6
CLAIMS FOR WAGES

45-601. WAGES OF SERVANTS AND LABORERS PREFERRED. In all assignments of property made by any person to trustees or assignees, or in proceedings in insolvency, the wages of the miners, mechanics, salesmen, servants, clerks or laborers for services rendered within sixty days next preceding such assignment, not exceeding $150.00, are preferred claims, and must be paid by such trustees or assignees before any creditor or creditors of the assignor or insolvent debtor: provided, that whenever any such miner, mechanic, salesman, servant, clerk or laborer has filed a notice of lien against any property of the assignor, he may elect between the provisions of this section and his lien.[1893, p. 49, ch. 4, Sec 1; reen. 1899, p. 147, ch. 4, Sec 1; reen. R.C. & C.L., Sec 5145; C.S., Sec 7376; I.C.A., Sec 44-601.]

45-602. PREFERENCE OF WAGES -- DEATH OF EMPLOYER. In case of the death of any employer, the wages of each miner, mechanic, salesman, clerk, servant and laborer, for services rendered within the sixty days next preceding the death of the employer, not exceeding $150.00, rank in priority next after the funeral expenses; expenses of the last sickness; the charges and expenses of administering upon the estate, and the allowance of the widow and infant children, and must be paid before any other claims against the estate of the deceased person.[1893, p. 49, ch. 4, Sec 2; reen. 1899, p. 147, ch. 4, Sec 2; reen. R.C. & C.L., Sec 5146; C.S., Sec 7377; I.C.A., Sec 44-602.]

45-603. PREFERENCE OF WAGES ON EXECUTION AND ATTACHMENT. In cases of executions, attachments and writs of similar nature, issued against any person or his property, except for claims for labor done, any miners, mechanics, salesmen, servants, clerks or laborers, who have claims against the defendant for labor done upon the property levied on, may give notice of their claim and the amount thereof, sworn to by the person making the claim, to the creditor or his agent or attorney and to the officer executing any of such writs, at any time before the actual sale of the property levied upon; and, unless such claim is disputed by the debtor or creditor, such officer must pay to such person out of the proceeds of the sale of any property on which such person has bestowed labor, the amount he is entitled to receive for his services rendered within the sixty days next preceding the levy of the writ. If any or all other claims so presented and claiming preference under this section are disputed by either the debtor or a creditor, the person presenting the same must commence an action within ten days for the recovery thereof, and must prosecute his action with due diligence or be forever barred from any claim of priority of payment thereof, and the officer shall retain possession of so much of the proceeds of the sale as may be necessary to satisfy such claim until the determination of such action, and in case judgment be had for the claim or any part thereof, carrying costs, the costs taxable therein shall likewise be a preferred claim with the same rank as the original claim.[1893, p. 49, ch. 4, Sec 3; reen. 1899, p. 147, ch. 4, Sec 3; reen. R.C. & C.L., Sec 5147; C.S., Sec 7378; I.C.A., Sec 44-603.]

45-604. DEBTOR OR CREDITOR MAY DISPUTE CLAIM. The debtor or creditor intending to dispute a claim presented under the provisions of the last section, shall, within ten days after receiving notice of such claim, serve upon the claimant and the officer executing the writ, a statement in writing, verified by the oath of the debtor or the person disputing such claim, or his agent or attorney, setting forth that no part of said claim, or not exceeding a sum specified, is justly due from the debtor to the claimant for services rendered within the sixty days next preceding the levy of the writ. If the claimant brings suit on a claim which is disputed in part only, and fail to recover a sum exceeding that which was admitted to be due, he shall not recover costs, but costs shall be adjudged against him.[1893, p. 49, ch. 4, Sec 4; reen. 1899, p. 147, ch. 4, Sec 4; reen. R.C. & C.L., Sec 5148; C.S., Sec 7379; I.C.A., Sec 44-604.]

45-605. ATTORNEYS' FEES IN SUITS FOR WAGES. Whenever a mechanic, artisan, miner, laborer, servant or employee shall have cause to bring suit for wages earned and due according to the terms of his employment, and shall establish, by decision of the court or verdict of the jury, that the amount for which he has brought suit is justly due, and that a demand has been made, in writing, at least five days before suit was brought, for a sum not to exceed the amount so found due, it shall be the duty of the court before which the case shall be tried to allow to the plaintiff a reasonable attorney's fee, in addition to the amount found due for wages, to be taxed as costs of suit.[1899, p. 394, Sec 1; reen. R.C., Sec 4919; am. 1915, ch. 70, Sec 1, p. 180; reen. C.L., Sec 5148a; C.S., Sec 7380; I.C.A., Sec 44-605.]

45-606. DISCHARGE OF LABORER WITHOUT PAYMENT OF WAGES -- PENALTY. Whenever any employer of labor shall hereafter discharge or lay off his or its employees without paying them the amount of any wages or salary then due them within forty-eight (48) hours after the discharge or layoff, in cash, lawful money of the United States, or its equivalent, or shall fail or refuse on demand to pay them in like money, or its equivalent, the amount of any wages or salary at the time the same becomes due and owing to them under their contract of employment, whether employed by the hour, day, week or month, each of his or its employees may charge and collect wages in the sum agreed upon in the contract of employment for each day his employer is in default until he is paid in full, without rendering any service therefor: provided, however, he shall cease to draw such wages or salary thirty days after such default.

The director of the department of labor and industrial services may, upon application showing good and sufficient reasons, grant an employer an extension of the forty-eight (48) hour period provided in this section. [1911, ch. 170, Sec 1, p. 565; reen. C.L., Sec 5148b; C.S., Sec 7381; I.C.A., Sec 44-606; am. 1982, ch. 336, Sec. 1, p. 845.]

45-607. PENALTY A LIENABLE ITEM. Every employee shall have such lien and all other rights and remedies for the protection and enforcement of such salary or wages as he would have been entitled to had he rendered services therefor in manner as last employed.[1911, ch. 170, Sec 2, p. 565; reen. C.L., Sec 5148c; C.S., Sec 7382; I.C.A., Sec 44-607.]

45-608. COLLECTION OF WAGES -- LIMITATIONS. Any person shall have the right to collect salary, wages, overtime compensation, penalties and liquidated damages provided by any law or pursuant to a contract of employment, but any action thereon shall be commenced in a court of competent jurisdiction within two (2) years after the cause of action shall have accrued, provided, however, that in the event salary or wages have been paid to any employee and such employee claims additional salary, wages, overtime compensation, penalties or liquidated damages, because of work done or services performed during his employment for the pay period covered by said payment, any action therefor shall be commenced within six (6) months from the accrual of the cause of action. It is further provided that if any such cause of action has accrued prior to the effective date of this act, and is not barred by existing law, action thereon may be commenced within six (6) months from the effective date of this act. In the event an action is not commenced as herein provided, any remedy on the cause of action shall be forever barred.[I.C.A., Sec 44-608, as added by 1947, ch. 36, Sec 1, p. 36.]

45-609. DEFINITIONS. Whenever used in this act:

1. "Employer" means any individual, partnership, association, joint stock company, trust, corporation, the administrator or executor of the estate of a deceased individual, or the receiver, trustee, or successor of any of the same, employing any person.

2. "Employee" means any person suffered or permitted to work by an employer.

3. "Wages" means compensation for labor or services rendered by an employee, whether the amount is determined on a time, task, piece or commission basis.

4. "Director" means the head of the department of labor of industrial services of the state of Idaho.[I.C., Sec 45-609, as added by 1967, ch. 436, Sec 1, p. 1469; am. 1974, ch. 39, Sec 72, p. 1023.]

45-610. PAY PERIODS. 1. Every employer shall pay all wages due to his employees at least once during each calendar month, on regular paydays designated in advance by the employer, in lawful money of the United States or with checks on banks where suitable arrangements are made for the cashing of such checks without charge to the employee.

2. The end of the pay period for which payment is made on a regular payday shall be not more than seven (7) days before such regular payday; provided that if the regular payday falls on a nonworkday payment shall be made

on a preceding workday.

3. The director may, upon application showing good and sufficient reasons, permit an employer to withhold payment of wages more than the seven (7) day period as specified in subsection 2 of this section.[I.C., Sec 45-610, as added by 1967, ch. 436, Sec 2, p. 1469; am. 1974, ch. 39, Sec 73, p. 1023.]

45-611. WITHHOLDING OF WAGES. No employer may withhold or divert any portion of an employee's wages unless:

1. The employer is required or empowered to do so by state or federal law, or

2. The employer has a written authorization by the employee for deductions for a lawful purpose.[I.C., Sec 45-611, as added by 1967, ch. 436, Sec 3, p. 1469.]

45-612. NOTIFICATION OF AMOUNTS WITHHELD. Every employer shall:

Furnish each employee with an itemized statement of deductions made from his wages under section 45-611, Idaho Code, for each pay period such deductions are made, and keep an accurate record thereof.[I.C., Sec 45-612, as added by 1967, ch. 436, Sec 4, p. 1469.]

45-613. ENFORCEMENT. 1. The director shall enforce and administer the provisions of this act and the director or his authorized representatives are empowered to hold hearings and otherwise to investigate violations or alleged violations of this act and any rules and regulations in force pursuant thereto.

2. The director or his authorized representatives are empowered to enter and inspect such places, question such employees, and investigate such facts, conditions, or matters as they may deem appropriate to determine whether any person has violated any provision of this act or any rule or regulation issued thereunder or which may aid in the enforcement of the provisions of this act.

3. The director or his authorized representative shall have the power to administer oaths and examine witnesses under oath or otherwise, issue compulsory process to compel the attendance of witnesses, and the production of papers, books, accounts, records, payrolls, documents, and testimony, and to take depositions and affidavits in the administration of this act.

4. In case of failure of any person to comply with any compulsory process lawfully issued, it shall be the duty of the district court, on application by the director, to compel compliance by citation for contempt.[I.C., Sec 45-613, as added by 1967, ch. 436, Sec 5, p. 1469; am. 1974, ch. 39, Sec 74, p. 1023.]

45-615. PROCEEDINGS FOR COLLECTION OF WAGES AND DAMAGES -- $1000 LIMIT. 1. Claims filed with the director of the department of labor and industrial services as set forth in this chapter are limited to one thousand dollars ($1000) for each employee.

2. Any proceeding by one (1) or more employees to assert any claim arising under or pursuant to this act may be brought in any court of competent jurisdiction, either as individual, class or representative suits.

3. Whenever the director determines that one (1) or more employees have claims for unpaid wages he may, upon the written request of the employee, take an assignment of the claim or claims in trust for such employee or employees, and may maintain any proceeding appropriate to enforce the claim or claims, including additional fixed damages pursuant to this act. With the written consent of the assignor, the director may settle or adjust any claim assigned pursuant to this subsection.

4. Any judgment for the plaintiff in a proceeding pursuant to this act

shall include all costs reasonably incurred in connection with the proceedings and the plaintiff, or the director in his behalf, shall be entitled to recover from the defendant, as damages, three (3) times the amount of unpaid wages found due and owing.

5. The director shall attempt for a period of not less than two (2) years, from the date of collection, to make payment of wages collected under this act to the person entitled thereto. Wages collected by the director and remaining unclaimed for a period of more than two (2) years from the date collected shall on June 1st of each year be forfeited and retained in the department's account and used for the administration of this act.[I.C., Sec 45-615, as added by 1967, ch. 436, Sec 6, p. 1469; am. 1971, ch. 80, Sec 1, p. 177; am. 1974, ch. 39, Sec 75, p. 1023; am. 1977, ch. 141, Sec 1, p. 302.]

TITLE 65 - SOLDIERS AND SAILORS

CHAPTER 5
RIGHTS AND PRIVILEGES OF VETERANS

65-502. PREFERENCE TO BE GIVEN VETERANS BY PUBLIC EMPLOYERS. In all employment of any kind or character, excluding professional and confidential secretarial positions, in all state, county, and municipal governments and departments and in all political subdivisions thereof, the official or person in charge of such unit of government shall give preference to the employment of war veterans who served on active duty in the armed forces of the United States for a period of more than one hundred eighty (180) days or whose discharge or release from active duty was for a disability incurred or aggravated in line of duty, who are discharged under honorable conditions, and who are residents of the state of Idaho when the application for work or employment is made.

An application for an examination for appointment to a position in said public employment will be accepted after the closing date of the examination from a person who was serving in the armed forces, or undergoing hospitalization of no more than one (1) year following discharge during any period in which the examination was open. The application must be submitted within one hundred twenty (120) days of his or her separation from the armed forces or hospitalization and prior to the expiration of any register established as a result of the examination. A disabled veteran may file an application at any time for any position for which a register is then maintained, or for which a register is about to be established, provided he or she has not already been examined twice for the same position and grade for which application is made, does not have current eligibility on that register, or is not serving in a competitive position in the same grade for which application is made.[1949, ch. 279, Sec 2, p. 571; am. 1972, ch. 51, Sec 1, p. 90; am. 1973, ch. 95, Sec 1, p. 163; am. 1976, ch. 197, Sec 1, p. 717.]

65-503. GROUNDS FOR REFUSING EMPLOYMENT OR DISCHARGING FROM EMPLOYMENT. Qualified war veterans shall be given preference in employment if their disability does not prevent satisfactory performance of the work. No war veteran employed under the provisions of this act shall be discharged except for inefficiency, incompetence, insubordination or violation of working agreements. Change of administration in any state, county or municipal government shall not affect the status of such war veteran employees. In any reduction of force such war veterans shall be given preference for retention.[1949, ch. 279, Sec 3, p. 571; am. 1972, ch. 51, Sec 2, p. 90.]

65-504. OFFICIALS TO OBSERVE PREFERENCE -- EXCEPTIONS. All elective officers, department heads, boards, commissions and/or other public officials of all state, county or municipal governments and departments and all political subdivisions thereof, who may be authorized to select or hire employees, are hereby required to strictly observe this preference for war veterans, when filling vacancies or selecting new employees, provided that this act shall not apply to professional and confidential secretarial positions. This preference shall be granted without regard to political affiliation or indorsements to war veterans who are qualified for the position or positions to be filled. In the event of an emergency which may endanger the health, safety, and public welfare, the provisions of this act may be dispensed with temporarily, but in no event shall persons who were employed to meet such emergencies be permitted to work for a period of time exceeding ten (10) days, except such employees who meet all the requirements provided for in the act.[1949, ch. 279, Sec 4, p. 571; am. 1972, ch. 51, Sec 3, p. 90.]

65-505. FAILING OR REFUSING TO GIVE PREFERENCE -- CIVIL LIABILITY. All elective officers, department heads, boards, commissions and all other public officials in any state, county and municipal governments and departments, and in all political subdivisions thereof, who deliberately or wilfully refuse or fail to give preference to qualified war veterans required by the provisions of this act shall be subject to writs of mandate pursuant to sections 7-301 to 7-314, Idaho Code, and if found in violation of any such provisions shall be required to pay the costs of suit and reasonable attorney's fees incurred in such action, and shall further be required to employ or re-employ the war veteran, and shall be required to pay as damages such amount as the court may award, but in no event shall the amount of such damages, costs of suit and attorney's fees exceed the sum of two hundred fifty dollars ($250).[1949, ch. 279, Sec 5, p. 571; am. 1972, ch. 51, Sec 4, p. 90.]

65-506. ADDITION OF POINTS TO COMPETITIVE EXAMINATION RATINGS. Five (5) points shall be added to the earned rating of any war veteran and the widow of any war veteran as long as she remains unmarried, when required to take competitive examination for any position in any state department, county or municipal government, which may now or which may hereafter require competitive examination under merit system or civil service plan of selecting employees: The names of all five (5) point preference eligibles resulting from any merit system or civil service examination shall be placed on the register in accordance with their augmented rating.

Ten (10) points shall be added to the earned rating of any disabled war veteran, the widow of any disabled war veteran as long as she remains unmarried, the wife of any disabled veteran who himself is physically unable to perform the work in the position to which the wife seeks to apply the preference, when required to take competitive examination for any position in any state department, county or municipal government, which may now or which may hereafter require competitive examinations under merit system or civil service plan of selecting employees: The names of all ten (10) point preference eligibles resulting from any merit system or civil service examination shall be placed at the top of the register above the names of all nonpreference eligibles in accordance with their augmented rating.

The additional points added by reason of veteran's preference shall be used only for the purpose of initial appointment and not for the purpose of promotions.[1949, ch. 279, Sec 6, p. 571; am. 1972, ch. 51, Sec 5, p. 90; am. 1972, ch. 356, Sec 1, p. 1060.]

65-507. DEFINITIONS. "Disabled war veterans" as used in this act means disabled persons who have served in the active service of the armed forces of the United States during any of the following recognized war periods and have been discharged or released under other than dishonorable conditions:

Spanish American	April 21, 1898, to August 12, 1898
Philippine Insurrection	August 13, 1898, to July 4, 1902 (If service was in Moro Province, ending date is July 15, 1903)
Boxer Rebellion	June 20, 1900, to May 12, 1901
World War I	April 6, 1917, to November 11, 1918 (If service was in Russia, ending date is April 1, 1920)
World War II	December 7, 1941, to December 31, 1946
Korean Conflict	June 27, 1950, to January 31, 1955
Vietnam Conflict	August 5, 1964 to May 7, 1975

The term "Armed Forces" includes the Army, Navy, Marine Corps, Coast Guard, Air Force and their auxiliaries.

In addition to the recognized war periods enumerated above, disabled persons who had active service in any war or conflict officially engaged in by the government of the United States shall be recognized as disabled war veterans. The term "disabled persons" as used in this act means persons who had active service in any war or conflict officially engaged in by the government of the United States and who are officially recognized by the U.S. veterans administration as having a disability incurred in service of a degree of 10 per cent or more or who are in receipt of pension or compensation for nonservice-connected disabilities in accordance with laws and regulations administered by the U.S. veterans administration.[1949, ch. 279, Sec 7, p. 571; am. 1969, ch. 4, Sec 1, p. 39; am. 1976, ch. 216, Sec 2, p. 788.]

65-508. APPLICATION OF ACT LIMITED. This act shall not apply to work performed where federal funds are contributed, if in conflict with federal laws or regulations under which the work is done.[1949, ch. 279, Sec 9, p. 571.]

65-509. "VETERAN" DEFINED. Whenever the term "veteran" is used in the laws of the state of Idaho, it shall be construed to include any person who has served in the active service of the armed forces of the United States during any armed conflict, or any war period officially recognized by and participated in by the United States armed forces, and who has been discharged under other than dishonorable conditions.[1951, ch. 65, Sec 1, p. 93; am. 1967, ch 175, Sec 5, p. 583.]

EVALUATION OF THE COOPERATIVE EDUCATION PLAN

Evaluation is a continuous process in Cooperative Education Programs. While the program is continually being evaluated informally by students, parents, employers, and school personnel; a better planned approach provides a more valid basis for change. A convenient means of accomplishing this, in part, is to obtain written evaluations from the students taking part in the program. Evaluation of the student is routinely done by the employer and teacher-coordinator during the period of training. The teacher-coordinator must also evaluate the training station to be sure each station meets the students' needs. Follow-up of students, one year and five years following training, is completed in Idaho. (See sample evaluation forms provided at the end of this section.)

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COOPERATIVE VOCATIONAL EDUCATION
SELF-STUDY INSTRUMENT*

The School

Yes No

1. Does cooperative vocational education provide for the full range of students abilities? 1. ☐ ☐
2. Are the school administrators interested and involved in defining policies relating to cooperative vocational education? 2. ☐ ☐
3. Are the enrollment standards for cooperative vocational education realistic in relation to occupational demands? 3. ☐ ☐
4. Do student personnel records contain information about the background, achievement, interest, and potential of the students enrolled in cooperative vocational education? 4. ☐ ☐
5. Is cooperative vocational education geared to the needs of the community it serves? 5. ☐ ☐
6. Does the school have a plan for student placement? 6. ☐ ☐
7. Does the school have a plan for student follow-up? 7. ☐ ☐

The Teacher Coordinator

1. Does the teacher-coordinator have the necessary professional training and employment experience? 1. ☐ ☐
2. Does the teacher-coordinator prepare student-trainees to be productive citizens? 2. ☐ ☐
3. Does the teacher-coordinator enjoy working with school personnel? 3. ☐ ☐
   employers? ☐ ☐
   community groups? ☐ ☐
4. Can the teacher-coordinator articulate educational and employment adjustment values of cooperative vocational education? 4. ☐ ☐
5. Does the teacher-coordinator maintain adequate student personnel records on progress both in school and at the training station? 5. ☐ ☐

The Vocational Program Using the Cooperative Method

Organizing New Cooperative Education Courses

1. Is there a plan for starting and operating a new cooperative education course? 1. ☐ ☐
2. Has the local school administrator utilized the resources of the Idaho Division of Vocational Education in establishing cooperative vocational education? 2. ☐ ☐
3. Does the teacher-coordinator cooperate with the school administration in presenting cooperative vocational education to the community? 3. ☐ ☐
4. Are there specific objectives for cooperative vocational education? 4. ☐ ☐
5. Do the local school administrators have school policies for the organization of cooperative vocational education? 5. ☐ ☐
6. Do the local school administrators have school policies for the operation of cooperative vocational education? 6. ☐ ☐

Advisory Committee

1. Does the advisory committee meet regularly with school personnel to assist them in the development of cooperative vocational education? 1. ☐ ☐
2. Does the teacher-coordinator assist the advisory committee chairman in preparing the meeting agenda? 2. ☐ ☐
3. Does the teacher-coordinator keep the advisory committee informed of activities and developments affecting local programs using the cooperative method of instruction? 3. ☐ ☐

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*Based on Guidelines in Cooperative Education, Columbus, Ohio: The Center for Vocational and Technical Education, Ohio State University.

Public Relations

Yes No

1. Does the teacher-coordinator disseminate helpful information about cooperative vocational education to the school administrator? 1. ☐ ☐
   - to other faculty? ☐ ☐
   - to students? ☐ ☐
   - to present employers? ☐ ☐
   - to prospective employers? ☐ ☐
   - to parents? ☐ ☐
   - to the public in general? ☐ ☐
2. Are trade associations and employer and employee groups encouraged to recognize outstanding student performance by presenting suitable awards? 2. ☐ ☐
3. Do the school administrators and student-trainees sponsor an appreciation banquet for the cooperative employers? 3. ☐ ☐

Teaching Facilities

1. Are the teaching facilities flexible so a variety of instructional methods can be utilized? 1. ☐ ☐
2. Is there sufficient storage space for supplies? 2. ☐ ☐
3. Are there private facilities for student-teacher conferences? 3. ☐ ☐
4. Is a telephone available in the teacher-coordinator's office? 4. ☐ ☐

Instruction

1. Is there a syllabus for the in-school instruction? 1. ☐ ☐
2. Does the teacher-coordinator use the student's training station learning experiences when teaching the related class? 2. ☐ ☐
3. Is there a pre-employment orientation to prepare student-learners for the interview? 3. ☐ ☐
4. Are various teaching methods used in the related class to provide for individual and group instruction? 4. ☐ ☐
5. Does the employer understand the plan, purpose, and educational philosophy of cooperative vocational education? 5. ☐ ☐
6. Does the school give graduation credit to the student-learners for successful training station learning experience? 6. ☐ ☐
7. Does the employer evaluate regularly with the student-learner the performance and progress of the classroom instruction? 7. ☐ ☐

Evaluation

1. Is opportunity given to faculty members to discuss cooperative vocational education as a means of educational development? 1. ☐ ☐
2. Does the school conduct a follow-up study? 2. ☐ ☐
3. Are parents' opinions sought in evaluating cooperative vocational education? 3. ☐ ☐
4. Are employer's opinions sought in evaluating cooperative vocational education? 4. ☐ ☐
5. Are graduates' opinions sought in evaluating cooperative vocational education? 5. ☐ ☐

The Student-Trainee

Recruitment and Selection

1. Is there a plan for publicizing cooperative vocational education? 1. ☐ ☐
2. Are the students capable of achieving success in the occupations selected? 2. ☐ ☐
3. Does the advisory committee take an active part in student recruitment and selection? 3. ☐ ☐
4. Does the guidance office/counselor supply test information for counseling applicants? 4. ☐ ☐

Placement and Supervision

1. Are the student-learners placed in positions which will provide them with experiences needed for their career objective? 1. ☐ ☐
2. Does the teacher-coordinator make regular evaluation visits to the training station? 2. ☐ ☐
3. Are the elements of job safety checked by the teacher-coordinator and employer? 3. ☐ ☐

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FORMER STUDENT FOLLOW-UP SURVEY

SCHOOL YEAR 19 -19

NOTE: Please complete this survey. While you are not required to respond, your cooperation is needed to ensure that the results of this effort are comprehensive, reliable, and timely. The responses that you give will be kept strictly confidential.

1. What is your current educational status? (Check one.)
   ______ Currently attending school
   ______ Not currently attending school

2. What is your current employment status? (Check one.)
   ______ Employed (Includes all employment, even if below your qualifications; does not include full-time military service.)
   ______ Employed (Full-time military service.)
   ______ Unemployed (Not employed, but actively seeking employment.)
   ______ Not in the labor force (Not employed and not seeking employment because of choice, illness, full-time student status, retirement, pregnancy, or other such reason.)

NOTE: If you are currently employed, please answer the remaining questions. Otherwise, skip to item #7.

3. Please provide the following information on your present job:
   Name of Company or Firm (If self-employed, please write self.)
   ____

   Company or Firm Mailing Address
   ____

   City ______________________ State ____________ Zip Code __________

   Your Immediate Supervisor
   Last Name ____________________ First Name ____________ M.I. ____

   The State Division of Vocational Education may contact my immediate supervisor regarding the vocational training I received.
   Your Signature ______________________________

   PRESENT JOB INFORMATION

   Job Title ______________________________________
   Job Duties ______________________________________
   ____

4. What is your current salary before deductions? (Do not add in overtime.) $ ________ per ______

5. The salary in the preceding item is based on how many hours per week employment?
   ____________ hours per week.

6. Is this job related to your field of vocational training?
   ______ Yes, It is directly or closely related. (If yes, skip item #7.)
   ______ No, it is only remotely related or is not related at all. (If no, answer item #7.)

7. Have you ever been employed in a job directly or closely related to your field of vocational training since you completed or left your vocational program? ______ Yes ______ No

Thank you very much for your cooperation. Please return this form in the enclosed envelope. No postage is required.

SECTION IV

COORDINATING CLASSROOM INSTRUCTION
AND
ON-THE-JOB TRAINING

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JUST A LITTLE THEORY ABOUT COOPERATIVE INSTRUCTION

Vocational education is concerned with education for employment, but it is also concerned with educating the "whole person." Research has shown that education of the whole person is defined in terms of conversational interests, leisure time activities, and affiliation with student organizations.

Cooperative vocational education is designed specifically to improve the efficiency of an individual in a specific occupation. It is taught and learned in its relation and application to the actual work of the specific occupation. Cooperative education is so timed that the learner needs it and will apply it to useful and productive work in a specific occupation at the time it is learned. The necessary skills and knowledge of a specific occupation are being taught and learned in their practical and proper relationships.

The teacher-coordinator is the teacher who designs the necessary learning experiences that enable each student to progress toward a career objective. Different kinds of capabilities and competencies are best learned in different types of environments. Consequently, in cooperative vocational education three environments are essential to achieve the balanced capability pattern needed by all students: 1) the classroom, 2) the training station, and 3) the vocational student organization.

1. Classroom
    a. Capabilities which are best learned in group instruction and those which the students must develop before they are applied at the training station are learned in the classroom.
    b. Experiments with new ways of doing things are often difficult to provide at the training station.
    c. Theory and principles are difficult to learn at the training station alone because of the time and ability limitations of training sponsors in organizing this type of instruction.
    d. Classroom instruction in regular cooperative vocational education must be correlated with the training station instruction so that the student has the related learning needed to support the learning experiences at the training station.

2. Training Station
    a. This is the applications laboratory where the student applies (practices) theory and employment principles learned in the classroom.
    b. It may also be the primary source for discovering some principles which may be overlooked in the classroom.
    c. Attitudes and values are usually developed at the training station, but are examined and clarified in the classroom.

3. Vocational Student Organization
   a. Some of the most effective learning is achieved through the vocational student organization because students can assume major responsibilities for planning and conducting their own activities.
   b. It is a means of helping students develop leadership and group membership skills which prepare them for satisfying adult citizen-employee roles.
   c. In a local chapter they learn parliamentary procedure and democratic processes of achieving group goals.

A variety of factors must be considered when selecting goals for specific instructional plans. The needs of the students to be served might be identified in a variety of ways. The instruction may be intended for the first year student, advanced student, the disadvantaged student, adult student, or the student interested in a specific occupation. Requirements of the occupations for which the training is pursued are important. Specific job related competencies which lead toward successful on-the-job performance must form the base of the program. The overall goal of both career and vocational education is increasing the student's awareness of his/her own interests and aptitudes, as well as awareness of various occupations. The experience can provide the student an opportunity to adjust to employment and/or personal problems, and prepare the student in those competencies needed in an occupation. Providing the student with entry-level skills and an opportunity for the student to apply acquired competencies can ease the transition from institutional training to full-time employment. The program should also provide training and experience in order to prepare the student for increasing responsibility and/or advancement.

WHAT TO TEACH

The truly prepared vocational educator must determine what the school can do successfully and what industry can do better. Cooperative Vocational Education is defined elsewhere in this document. However, it must be stressed that instruction must include both academic courses and related vocational subjects, and alternation of study in a related occupational field through a formal cooperative arrangement between the LEA and an employer.

Vocational educators must find methods to increase and fully utilize the cooperation and communication between educators and future employers, so that educational programs will coordinate well with on-the-job education. Since a large percent of today's young people will enter the work force with educational experiences at less than bachelor's level, it is necessary that instructional material be provided to help students master the skills and competencies that they will need to enter into the occupational world.

Teaching physics in an electronics laboratory or mathematic principles in a business class is a way to provide abstract notions within a highly concrete context, thus increasing the likelihood that mastery will occur. Instruction in vocational education should facilitate the development of vocational capabilities and competencies the student needs to enter, adjust, and advance in a satisfying career.

Correlating Instruction Between School and Job Laboratories

EXAMPLES OF HOW INSTRUCTION IN SCHOOL AND AT THE JOB LABORATORY INTERRELATE

Institutional Training	Employer
1. Trainees who are employed on "co-op" in different business firms can "share" experiences on how similar tasks are performed in different situations.	1. The employer/supervisor can demonstrate to a trainee how tasks are to be performed in the business in an actual situation.
2. Instructors can devote instructional time to the general study of the interrelationships of jobs.	2. A trainee can see the division of work in one business if the job orientation includes details on the operation of company. Oftentimes, however, little time is available for such explanations.
3. Instructors may conduct "how-to-do" sessions for the trainees, which feature "extra" task practice in order to perfect performance in certain tasks.	3. In the actual job experience a trainee will perform the task only when it is needed and only the number of times needed by by the employer for production purposes.
4. Instructors are specialists in teaching the basics of a broad occupational area.	4. The employer/supervisor is the teacher; the trainee will learn the "one" way to do a task, according to the supervisor.
5. Following certain task exercises with trainees, instructors may make cooperative decisions based on the outcome of their critiques of the trainees.	5. The supervisor will be evaluating a "finished product." Therefore, any criticism may relate to work that may have to be redone if there are any errors. (Extra task practice would help trainee.)
6. Trainees may learn basic operational techniques for a variety of equipment necessary in their occupations.	6. A trainee will learn to operate the equipment of a specific employer and to apply principles to specific job tasks.
7. Instructors may devote instructional time to task analysis and in-depth study of step-by-step procedures employed in a job situation.	7. After an initial explanation of how to do a task, a trainee may have to perform the task under the coaching of an experienced worker or supervisor.

8.	The related instruction period permits the trainees to "pull together and discuss" ideas from many sources--other trainees, coordinator, counselor, instructor and many businesses.	8.	The employer usually limits instruction to the tasks or jobs the trainees will be performing during their experience.
9.	The related instruction experience exposes the trainees to qualities needed for various job experiences that other trainees are having (punctuality, special dress, attendance, etc.)	9.	The on-the-job cooperative experience acquaints trainees with those qualities and traits (punctuality, attendance, grooming) mainly applicable to specific job situations.
10.	Instructors can develop materials (related and/or basic) to meet the needs of specific businesses and then instruct to meet those specific needs (at an employer's request).	10.	The supervisor uses only those materials that are needed for a specific task or job to be done for the company.

Source: Mason, Haines, Furtado, Cooperative Occupational Education, The Interstate Printers and Publishers, Danville, Illinois, 1981, p. 257.

THE CLASSROOM

The classroom environment is divided into general occupational instruction and specific occupational and job instruction.

General related instruction and study refers to the use of materials which deal with the abstract conditions and relationships of business and work in general. All student-learners can participate as a group in general related study which includes such topics as employer-employee relationships, job safety, labor laws, and how to get and keep a job.

Specific occupational instruction and study includes the skills, concepts, and attitudes which are directly and specifically related to the broad occupational grouping and to the specific job for which the student-learner is training. Through the use of textbooks, bulletin boards, plans, blueprints, workbooks, and study guides; the student-learner may be guided in his/her study of the specific related information applicable to an occupation. For this purpose, the school administration purchases and makes available for students the necessary technical information materials.

The teacher-coordinator will teach the related information applicable to the occupation of each student-learner. In the event involved technical questions or problems are encountered, solutions and assistance may be sought from the respective employer or supervisor.

As the instructional year progresses, a larger and larger percentage of related classroom time needs to be devoted to learning experiences directly related to a student's career interest. During the second semester, a student should be participating in specific learning at least 50 percent of the time spent in the related class.

A MODEL FOR UTILIZING CLASS TIME

Week No.	Monday	Tuesday	Wednesday	Thursday	Friday
21	GR	SR	GR	SR	VSO
22	GR	GR	VSO SR	SR	SR
23	VSO GR	SR	GR	SR	GR
24	GR	GR SR	SR	GR SR	VSO

GR=General Related...SR=Specific Related...VSO=Student Organization

The Vocational Student Organization is an integral part of cooperative education in the classroom. It can serve as a catalyst to tie together the classroom instruction and on-the-job training.

The following, General Related Instruction, is divided into units, each with a title, and a list of specific objectives.

(Sources for all of the following objectives are the Oklahoma Interdisciplinary Cooperative Education Handbook and the Idaho Multi-Occupations Curriculum Guide.)

Orientation To Cooperative Programs

Specific Objectives
After completion of this unit, the student should be able to:
1. Match terms associated with orientation procedures to the correct definitions.
2. List advantages of a cooperative program to the student.
3. List adjustments which a student must make upon enrolling in a cooperative program.
4. Match forms to be completed in a cooperative program to the correct descriptions of each.
5. List the benefits received from social security.
6. List the grading criteria used in this cooperative program.
7. List the rules and regulations in this cooperative program pertaining to the following categories: attendance, dress codes, discipline, and others.
8. Select from a list things which a new employee should do the first few weeks on the job.

Leadership Development and Civic Responsibility

Specific Objectives
After completion of this unit, the student should be able to:
1. Define the term leadership.
2. List the reasons for becoming a good leader.
3. List the steps in becoming a good leader.
4. Select from a list ways to demonstrate leadership potential.
5. Match styles of leadership to descriptions of each.
6. Select from a list statements about how a leader gives orders, instructions, and directions most effectively.
7. Select from a list statements about how to correct another person's mistakes most effectively.
8. Match roles found in groups to descriptions of each.
9. List ways a leader overcomes problem situations in a group.
10. List common errors made in objectively evaluating other persons.
11. Arrange in order, the steps in problem solving.
12. List categories of organizations where leadership skills may be used.
13. Match forms of city government to descriptions of each.
14. Rate self as a leader after completing the personality self-rating scale.

Vocational Student Organizations and Parliamentary Procedure

Specific Objectives
After completion of this unit, the student should be able to:
1. List purposes of a vocational student organization.
2. Match vocational student organizations to the correct descriptions of each.
3. List the suggested order of business.
4. Select from a list those things that make a good chapter meeting.
5. List characteristics of a good chairman.
6. Describe the action called for when the chairman raps the gavel once, twice, or three times.
7. Select from a list true statements about the proper way to introduce a motion.
8. Match categories of motions to the correct definitions.
9. Select from a list true statements about the characteristics of various kinds of motions.
10. Select from a list true statements about some basic parliamentary procedure rules.
11. Describe the procedure for handling guest speakers.
12. Demonstrate the ability to conduct a business meeting using proper parliamentary procedure.

Pre-Employment Preparation

Specific Objectives
After completion of this unit, the student will be able to:
1. Identify sources of employment opportunities.
2. Prepare a personal data sheet.
3. Write a letter of application.
4. Fill out an application blank.
5. Develop an awareness of the proper appearance for a job interview.
6. Participate in a job interview.
7. Complete the necessary follow-up procedures after a job interview.

Interpersonal On-the-Job Relations

Specific Objectives
After completion of this unit, the student will be able to:
1. Evaluate on-the-job personnel relationships.
2. Understand the correlation between job progress and satisfactory relationship with his/her employer.
3. Understand employee-employee relationships on-the-job.
4. Understand the importance of good customer relations.

Maintaining Employment

Specific Objectives
After completion of this unit, the student should be able to:
1. Understand the importance and job success application of job description and its performance.
2. Understand the importance of the following work attitudes:
    a. Punctuality
    b. Accepting Criticism
    c. Care of Facility and Equipment
    d. Dependability
    e. Self-control
    f. Pride in Work
    g. Honesty
    h. Courtesy
    i. Loyalty
    j. Tact

Human Relations and Self-Improvement

Specific Objectives
After completion of this unit, the student should be able to:
1. Match terms associated with human relations and self-improvement to the correct definitions.
2. Select from a list reasons for human relations training.
3. Select from a list true statements about physical and emotional characteristics of personality.
4. List the three sides of self.
5. State the values of having self-respect or a good self-concept
6. List the reasons some people have little self-respect.
7. Select from a list characteristics of people with little self-respect.
8. Name the ways to protect self-respect.
9. List the ways to achieve self-control.
10. Select from a list ways to show respect for others.
11. List the steps for creating a change in attitude.
12. Complete a self-analysis.
13. Complete values assessment activities periodically.
14. Develop a plan for self-improvement.

Relationships With Other People

Specific Objectives
After completion of this unit, the student should be able to:
1. List characteristics of a good employee.
2. Select from a list ways a student can get along with the supervisor.
3. Select from a list ways a student can get along with co-workers.
4. Select from a list ways a student can get along with customers.
5. Match descriptions of unpleasant persons to ways to handle problems with those persons.
6. State work rules under each of the following categories: punctuality, neat appearance and appropriate clothes for the job, visiting on the job, missing work, keeping busy, poise, and personal management.

Coping With Problems

Specific Objectives

After completion of this unit, the student should be able to:

1. Define the term adjustment mechanism (defense mechanism).
2. List situations in which most people must make adjustments.
3. List kinds of adjustment mechanisms.
4. List the better ways to make adjustments.
5. List the benefits of setting goals.
6. Arrange in order the steps to problem solving.
7. Arrange in order the levels of human needs.
8. Determine personal maturity in coping with problems.
9. Make a plan to overcome fears.

Career Decision Making

Specific Objectives

After completion of this unit, the student should be able to compare individual potential with career opportunities and make a tentative choice of careers by:

1. Evaluation of his/her abilities, aptitudes, and interests.
2. Describing characteristics of selected occupations.
3. Comparisons of his/her abilities, aptitudes, and interests with the career occupations researched.
4. Making a tentative selection of suitable careers.

Career Planning and Management

Specific Objectives

After completion of this unit, the student should be able to:

1. Match terms associated with career planning to the correct definitions.
2. List reasons people work.
3. Select from a list the benefits of setting goals.
4. List obstacles to career goals.
5. List categories of jobs.
6. Select from a list true statements about how to handle loss of employment.
7. Select from a list true statements about how to ask for a raise.
8. Select from a list true statements about how to quit a job.
9. Write a letter of resignation.

Basic Skills

Oral Communications

Specific Objectives

After completion of this unit, the student should be able to:

1. Match terms associated with oral communications to the correct definitions.
2. Select from a list practical ways to improve communications skills.
3. Match the names of listening obstacles to communication to descriptions of each.
4. Select from a list responsibilities of the speaker to overcome poor listening as an obstacle to communication.
5. Select from a list the responsibilities of the listener to overcome poor listening as an obstacle to communication.
6. Define the semantics obstacle to communication.
7. List the responsibilities of the speaker to overcome the semantics obstacle to communication.
8. Name the responsibility of the listener to overcome the semantics obstacle to communication.
9. Define the self-interest obstacle to communication.
10. List the responsibilities of the speaker and listener to overcome the self-interest obstacle to communication.
11. Match distortion obstacles to communication to descriptions of each.
12. Select from a list ways to control rumors.
13. Select from a list ways to give orders, directions, and instructions.
14. List the steps in clarifying business policies.
15. Discuss the factors necessary for communicating product or service information.
16. Discuss the proper way to introduce yourself.
17. Discuss the proper way to introduce others.
18. Discuss the proper way to acknowledge introductions.
19. Select from a list ways to carry on casual conversation.
20. Select from a list rules for using the telephone correctly.
21. Distinguish between positive and negative gestures, expressions, and stances.
22. Analyze voice qualities.

Written Communication

Specific Objectives

After completion of this unit, the student should be able to:

1. Match terms associated with written communications to the correct definitions.
2. List the eight basic parts of a business letter.
3. State the amount of space on a page devoted to the letterhead.
4. Select from a list true statements about the date line.
5. Select from a list true statements about the inside address.
6. Select from a list true statements about the salutation.
7. Select from a list true statements about the body of a letter.
8. Select from a list true statements about organizing thoughts and information through a topical outline.
9. Match the common errors to avoid when writing sentences to the correct descriptions of each.
10. Distinguish between good and poor business statements.
11. Match the ways to achieve paragraph and message unity to the correct descriptions of each.
12. Select from a list true statements about the complimentary close.
13. Match complimentary closes to the degrees of formality.
14. Name the options used in writing the signer's identification line.
15. Select from a list true statements about the reference notation.
16. Write the two forms for a second page heading.
17. Identify the four basic letter styles.
18. Select from a list true statements about envelopes.
19. Select from a list the basic characteristics of a memorandum.
20. Match the three parts of a formal report to correct descriptions of each.
21. Select from a list true statements about a formal report.

Using Written Resources

Specific Objectives

After completion of this unit, the student should be able to:

1. Match terms associated with finding a book in the library to the correct definitions.
2. Arrange in order the steps for finding a book in the library.
3. Match terms associated with using a dictionary to the correct definitions.
4. List information which may be found in a dictionary.
5. Demonstrate the ability to:
   a. Find a book in the library.
   b. Find information in a dictionary.

Solving Vocational Mathematical Problems

Specific Objectives

After completion of this unit, the student should be able to:

1. Through pretesting, establish the level of his/her abilities in: addition, subtraction, multiplication, and division.
2. Based on pretest scores, solve problems in addition, subtraction, multiplication, and division on whole numbers, fractions, decimals, and percentages.
3. Solve sales-clerk math problems.
4. Define inventory terms.
5. Explain procedures for taking inventory.
6. Solve problems for taking inventory.
7. Calculate gross pay and pay based on:
    a. Amount per hour and number of hours with overtime.
    b. Commission on sales.

Health and Safety

Specific Objectives

After completion of this unit, the student should be able to:

1. Match terms associated with health and safety to the correct definitions.
2. List the most basic safety rules.
3. List personal safety rules.
4. Match types of fires to descriptions of each.
5. List steps to be taken involving accidents and first aid.
6. Select from a list correct steps to stop bleeding caused by an accident.
7. Select from a list correct steps to clear a victim's air passage.
8. Select from a list correct steps to treat a victim for shock.
9. Select from a list true statements about the proper lifting method.
10. Select from a list true statements about the proper method for moving material at arm's level.
11. Select from a list true statements about the proper method of moving materials above head level.
12. Discuss safety rules with employer.

Personal Economics

Specific Objectives

After completion of this unit, the student should be able to:

1. List fixed and variable expenses that may be included in a budget.
2. Select from a list true statements about guidelines for purchasing food items.
3. Select from a list true statements about saving money on transportation cost.
4. Select from a list true statements about guidelines for clothing purchases.
5. Select from a list guidelines for purchasing furniture and appliances.
6. Select from a list true statements about guidelines for health care.
7. Select from a list true statements about guidelines for saving money.
8. Match terms associated with investments to the correct definitions.
9. Interpret the stock market report from the newspaper.
10. Arrange in order the steps for using time wisely.
11. Determine the value of taxes.
12. Evaluate a letter of complaint.
13. Evaluate advertising.

Personal Banking Procedures

Specific Objectives

After completion of this unit, the student should be able to:

1. Match terms associated with using banking services to the correct definitions.
2. Name functions of a bank.
3. Match banking services to the correct descriptions/definitions.
4. Arrange in order the steps involved in opening a checking account.
5. Name advantages of a checking account.
6. Match kinds of check endorsements to the correct descriptions.
7. Explain how to stop payment on a check.
8. Select from a list items that should be included on a check.
9. Write a check.
10. Reconcile a bank statement.

Obtaining and Using Credit and Loans

Specific Objectives

After completion of this unit, the student should be able to:

1. Match terms associated with obtaining and using credit and loans to the correct definitions.
2. Select from a list true statements about the advantages and disadvantages of using credit.
3. List the three C's of credit.
4. Select from a list true statements about major types of credit extended by business.
5. Match types of loans issued by banks and other lending institutions to descriptions of each.
6. Select from a list true statements about guidelines for obtaining credit and loans.
7. List factors which determine amount of interest.
8. Evaluate credit and loan situations using the guidelines for obtaining credit and loans.

Insurance and the Worker

Specific Objectives

After completion of this unit, the student should be able to:

1. Match terms associated with insurance to the correct definitions.
2. State the purpose of insurance.
3. Select from a list basic concepts of insurance.
4. Match the major types of insurance to correct definitions of each.
5. Select from a list characteristics of life insurance.
6. Select from a list characteristics of health insurance.
7. Define the term workers' compensation.
8. Select from a list features of workers' compensation.
9. Select from a list characteristics of homeowners' insurance.
10. Match types of auto insurance to descriptions of each.
11. List factors affecting the cost of auto insurance.
12. Select from a list statements about what to do or not do in case of an auto accident.
13. Select from a list factors affecting selection of an insurance company.
14. Describe the kinds of insurance policies that will fit personal needs based upon interviews with insurance agents.

Basic Law for Business and Consumers

Specific Objectives

After completion of this unit, the student should be able to:

1. Match terms associated with basic law for business and consumers to the correct definitions.
2. Select from a list things a lessee should do under Idaho Law.
3. Distinguish between implied and expressed warranties.
4. Select from a list assumptions a buyer can make because of implied warranties.
5. Select from a list guarantees made in expressed warranties.
6. List the things necessary in order to have a legal contract.
7. Match types of business ownership to descriptions of each.
8. Select from a list general laws pertaining to partnerships.
9. Select from a list statements about labor legislation protecting minors.

Economics of Free Enterprise

Specific Objectives

After completion of this unit, the student should be able to:

1. Match terms associated with economics of free enterprise to the correct definitions.
2. Select from a list characteristics of our modified free enterprise system.
3. List the resources necessary for production of goods and services.
4. Select from a list true statements about types of business organizations.
5. Match channels of distribution to descriptions of each.
6. Match the economic goals of American people to statements describing each goal.
7. List the roles of government in the economy.
8. Discuss the roles of individuals and businesses in the economy.
9. Discuss the function of supply and demand schedules.
10. List the things that determine the degree of elasticity of demand.
11. Select from a list the ways prices influence the economy.
12. List the benefits of competition and profit.
13. Apply economic principles to business situations.
14. Evaluate the economic impact of shoplifting.
15. Interpret fables related to economics of free enterprise.

MAKING CLASSROOM INSTRUCTION REALISTIC

Often trainees find it difficult to see the relationship between those skills learned within the classroom and those learned on the job. The progress of trainees depends on their ease in seeing this relationship. This is true not only of the related skill instruction but also of basic education. It may be easier for the trainee who is planning to be a machinist to see the need for learning how to operate a drill press than for learning to read.

This trainee needs to be shown examples of how instruction in school and on the job interrelate. He/she will gain additional ideas of the applicability of the instruction by engaging in case problem discussions and by undertaking individual projects.

Most students expect their classroom instructions to be relevant. This is especially true of cooperative student-learners. They will expect certain skills and ideas learned in the classroom to be operational immediately on the jobs to which they go. A situation that arises at the job training station or a problem which a student-learner brings to class stimulates interest and suggests to the teacher-coordinator certain areas to be covered in related instruction.

The crucial period of adjustment for student-learners will be their first five or six weeks on the job. Student-learners must be familiar with the cooperative plan of training, understand the responsibilities they must assume, and recognize the place of their teacher and job supervisors in this scheme of activities. Even though the coordinator interviewed each student-learner prior to entry into the program and gave each one at that time information on how the program operates, it is wise to include a two-three week unit in related instruction on "School and On-the-Job Relationships" as a first unit of the year.

Evaluation begins with early visitation to the jobs of certain students more frequently than usual during the school year, which may be a wise procedure during the beginning weeks of the training station program. A record of their evaluative visitations will assist them in determining the frequency.

The following suggested training station coordination schedule will help the teacher-coordinator to determine the type and frequency of coordination visits.

TRAINING STATION COORDINATION SCHEDULE

If you conduct the management of your training stations according to the recommended procedures, chronology and frequency of visitations will develop as follows:

Coordination Visit Number	Grading Period	Purpose of Visit
1	Preschool	Promote and sell program. Schedule interview appointments.
2	First	Follow up interview results.
3	First	Initial orientation meeting.
4	First	Training Plan Design
5	First	Student Progress Report/Evaluation
6	Second	Training Plan Design
7	Second	Student Progress Report
8	Third	Training Plan Design
9	Third	Student Progress Report
10	Fourth	Training Plan Design
11	Fourth	Student Progress Report Final year end wrap-up.

THE TRAINING STATION

The cooperative plan is based on the premise that the world of work has the capacity to provide educational experiences on the job which will reinforce and supplement the in-school instruction. The educational institution must ensure that quality controls are built in which assure parents, the administration, and others that training stations are accorded sufficient school supervision to warrant the conclusion that the students are progressing toward their career goals and are benefiting from the welding together of their in-school instruction and their on-the-job laboratory practice.

The first task for coordinators is to select and develop training stations appropriate to each student-learner's needs.

To develop a training station, the coordinator must:

1. Determine the student learning goals.
2. Decide which type of training station is needed.
3. Develop (find or create) such a situation with a minimal investment of resources.

On-the-job development is an aggressive, not a passive, function. Coordinators must distinguish it from the mere matching of trainee with existing part-time jobs. Certainly it is far more than the filling of an employer request for "someone to work part-time." Effective programs cannot exist with so-called "desk coordinators" who are "telephone order-takers", accepting employer requests at the convenience of the employers and fitting students to those requirements.

The essence of the cooperative plan of instruction is the sharing of the teaching-learning responsibility between the professionally trained individual in the school laboratory and the occupationally proficient individuals in the work laboratory.

Correlation must be of such priority that coordinators make it a behavior demonstrated at every opportunity. They begin when they encourage their students to become involved in the planning and management of the learning situation. Information related to the establishment and maintenance of training stations is provided in the next section of this handbook. (Section V, "Establish and Maintain Training Stations")

THE TRAINING PLAN AND TRAINING AGREEMENT

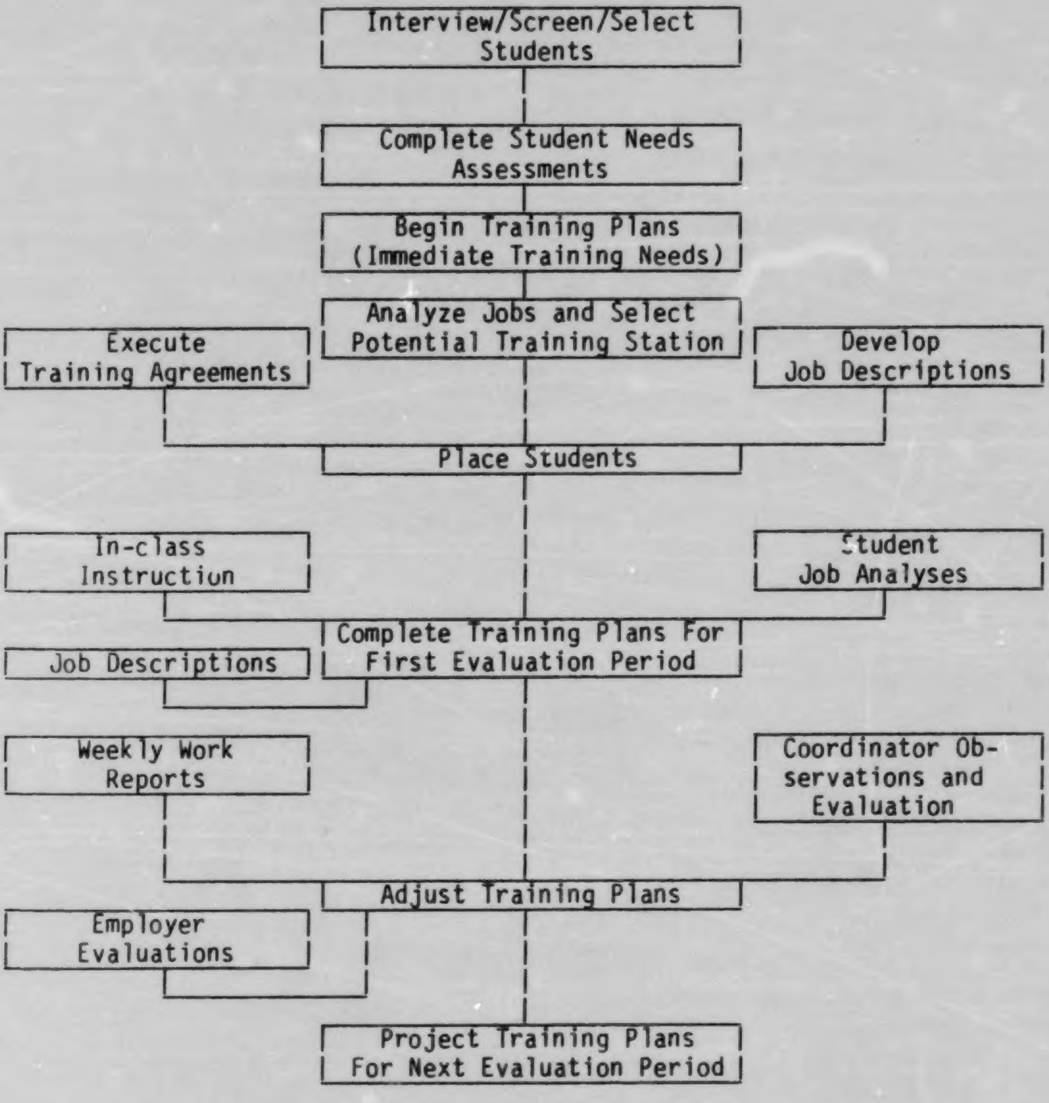
The backbone of correlation and cooperation is a plan of instruction supported by consistent and meaningful planning and follow-up as the coordinator stays on top of the situation. The training plan must be prepared primarily by the teacher-coordinator and the training sponsor. However, the students must become very involved with their individual plan. They must review and suggest changes in it. They should use it as a guide to gaining experiences by taking advantage of opportunities. Trainees can profit from instruction in school and on the job to the extent that they are willing to be involved, to be responsible for their own learning, and to be active participants in the planning and management of their learning process.

The training plan, used in conjunction with the training agreement, details specific duties and tasks that are to be learned at the training station, as well as, in the classroom. Suggested time frames for the accomplishment of identified learning objectives are outlined by the training plan. The training plan and training agreement clearly identify the instructional roles of the employer and school and explain the concept of cooperative education programming to all parties involved.

Specific requirements for the training agreements used in Idaho are identified in the Program Standards for Cooperative Education included in Section I (See Exhibits A and B) of this handbook. A copy of the Idaho approved training agreements follows. Additional copies may be obtained from the State Division of Vocational Education.

The training plan should be developed for each student on an individual basis utilizing an appropriate job and task analysis. Again, specific requirements for training plans are stated in the Idaho Standards in Section I. (See Exhibits A and B) A sample training plan is included in this section.

FLOWCHART FOR TRAINING PLAN DEVELOPMENT


Interview/Screen/Select Students
Complete Student Needs Assessments
Begin Training Plans (Immediate Training Needs)
Analyze Jobs and Select Potential Training Station
Execute Training Agreements
Develop Job Descriptions
Place Students
In-class Instruction
Student Job Analyses
Complete Training Plans For First Evaluation Period
Job Descriptions
Weekly Work Reports
Coordinator Observations and Evaluation
Adjust Training Plans
Employer Evaluations
Project Training Plans For Next Evaluation Period

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IDAHO COOPERATIVE VOCATIONAL EDUCATION TRAINING AGREEMENT

_____ AG _____ BE _____ HE _____ HO _____ ME _____ MO _____ TT _____ SN

The ______________________ will permit ______________________ Address ______________
(Training Agency) (Student)

______________________ Telephone ______________________ Soc. Sec. No. ______________

Birthdate _______ to be employed in their business for the purpose of gaining practical knowledge and experience in the occupation of ______________________ from ______________ to ___________.
(Beginning Date) (Ending Date)

The student's work schedule will normally be from _________ to _________ on S M T W TH F SAT (Circle appropriate days) or on variable hours of ____

________________. The training will be provided in accordance with the following conditions:

THE EMPLOYER AGREES TO:

1. Employ the student for an average of _________ hours per week and pay the student the same rate as any other beginning employee in the same job. The rate of pay will be $_________.
2. Provide training for the student in accordance with the Training Plan.
3. Work with the teacher-coordinator to ensure the best possible training.
4. Evaluate the student's performance on a regular basis.
5. Consult with the teacher-coordinator if dismissal or layoff is anticipated; conferences should be held to avoid dismissal.
6. Adhere to all Federal and State regulations regarding employment, child labor laws, minimum wages, and other applicable regulations.

THE STUDENT AGREES TO:

1. Work for the employer in order to receive training and experience.
2. Demonstrate an interest in the job and cooperate with all persons involved in the training.
3. Adhere to all rules and regulations of the business and act in an ethical manner.
4. Attend classes each school day as a prerequisite to work unless prior arrangements have been made with the employer and the teacher-coordinator.
5. Inform the employer and teacher-coordinator in the event an illness or emergency prevents attendance.
6. Maintain record of total hours worked and total pay received plus any other record required by the teacher-coordinator.

THE PARENT/GUARDIAN AGREES TO:

1. Share responsibility for school and job attendance.
2. Provide a means of transportation for the student that will assure promptness and good attendance on the job.
3. Ensure that the student does not assume additional employment while participating in this program.
4. Encourage the student to succeed in school work and job performance.

GENERAL POLICIES:

1. Regular conference will be held by the training sponsor, student, and teacher-coordinator to discuss the student's progress.
2. The teacher-coordinator will offer related instruction in school and coordinate the school activities and on-the-job training.
3. Unemployment compensation cannot be claimed by the student.
4. The coordinator and/or employer reserve the right to withdraw the student from work under the following conditions:
   a. The student is no longer enrolled in the CVE program.
   b. The student's attendance, performance or grades are unsatisfactory.
   c. The policies or rules of the employer or the CVE program are abused by the student.
   d. The training plan is not being followed.
5. "It shall be agreed that parties participating in this program will not discriminate in employment opportunities on the basis of race, color, sex, national origin, or handicap."

DATE ________________

STUDENT ______________________________ EMPLOYER ______________________________

PARENT/GUARDIAN ______________________ TEACHER/COORDINATOR ______________________

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IDAHO STUDENT TRAINING PLAN/EVALUATION FORM

____ AG ____ BE ____ HE ____ HO ____ ME ____ MO ____ TT ____ SN

Training Station ______________________________

Job Title ______________________________

Student's Name ______________________________

Training Plan Completed ____________ Evaluation Completed ____________

RATING KEY
4 - Skilled
3 - Moderately Skilled
2 - Limited Skill
1 - Not Satisfactory
0 - Not Covered

Check Task To Be Done	Task No.	Task	On The Job	Class-room	Indi-vidual	Rating (optional)			
						1st 9 wks.	2nd 9 wks.	3rd 9 wks.	4th 9 wks.
	1.								
	2.								
	3.								
	4.								
	5.								
	6.								
	7.								
	8.								
	9.								
	10.								
	11.								
	12.								
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	15.								
	16.								
	17.								
	18.								
	19.								
	20.								
	21.								
	22.								
	23.								
	24.								
	25.								

NOTE: Employer--please check any tasks you wish student trainee to be evaluated on. (Over)

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Check Task To Be Done	Task No.	Task	On The Job	Class-room	Indi-vidual	Rating (optional)			
						1st 9 wks.	2nd 9 wks.	3rd 9 wks.	4th 9 wks.
	26.								
	27.								
	28.								
	29.								
	30.								
	31.								
	32.								
	33.								
	34.								
	35.								
	36.								
	37.								
	38.								
	39.								
	40.								
	41.								
	42.								
	43.								
	44.								
	45.								
	46.								
	47.								
	48.								
	49.								
	50.								
	51.	Quality of Work							
	52.	Attitude toward work							
	53.	Personal appearance							
	54.	Human relations							
	55.	Dependability							

	Length of Training From	
Training Sponsor	To	Teacher Coordinator

STUDENT RESPONSIBILITIES AND SELF-EVALUATIONS

The student-learner must accept responsibility for his/her role in the cooperative education plan. Some teacher-coordinators have found that a separate student agreement can be helpful in teaching the student-learner to accept this responsibility. A sample student agreement is included in this section.

In addition, as part of their related class instruction, trainees should be asked to do at least four activities which will assist in correlating learnings:

1. List at the beginning of their work experience their career objectives, as well as some of the areas in which they wish to obtain experiences and training during the school year.
2. Prepare a weekly training station report which will indicate to them and to the coordinator the areas in which they are gaining instruction on the job.
3. Summarize periodically, preferably once each grade period (whether that be six weeks or nine weeks), the learning outcomes on their job; review their training plan progress.
4. Evaluate at the end of the school year their training by setting up a profile of what has occurred at their training station during the school year. They should indicate the title of their present job, their career objectives at the end of the school year, the experience and training which they have received, and their future plans for meeting their career objectives.

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STUDENT AGREEMENT
(SAMPLE)

Name ________________ School ________________ Coordinator ________________

Type of Program:

The cooperative education program seeks to further the all-around development of the students, but especially to ensure their ability to enter the world of work upon graduation and to be successful in it. In order to make the program fully effective, each student must agree to fulfill the following responsibilities:

1. To be regular in attendance in school and on the job.
2. To be on time at school and on the job.
3. To notify employer and teacher-coordinator when it is necessary to be absent from work and school.
4. To realize that being absent from school also means not working.
5. To carry out training on the job in such a manner that the student will be a credit to self and to the cooperative education program.
6. To do all assignments for the related class as well as possible.
7. To realize that cooperative education students are under the jurisdiction of the school throughout the day.
8. To behave maturely on the job as well as at school. Not to risk their jobs because of unacceptable behavior.
9. To pay all normal fees and charges necessary for class activities such as banquet, conferences, and field trips.
10. To avoid activities that would lead to detention, suspension, or expulsion.
11. To realize that if a student causes trouble at the training station, it may be impossible for another student-learner to follow at that training station.
12. To accept the fact that students who are required to leave school for disciplinary reasons will not be allowed to report to their training stations.
13. To register all cars that are being used to get to work. Infraction of traffic laws may cause termination of the job if the student then has no way to get to work.
14. To consult the teacher-coordinator about any difficulties on the job, and to make no changes without such consultation.
15.
16.
17.
18.

I fully understand the above statements and I agree to cooperate in carrying them out to the best of my ability.

Date ____________________ School Year 19___ to 19___

______________________________ (Student's Signature)

______________________________ (Parent's Signature)

STUDENT WEEKLY WORK REPORT

Name ______________________ School ______________________

Training Station ______________________ Week Ending ______________

Hours Worked	S	M	T	W	T	F	S	Total
Hours Absent	S	M	T	W	T	F	S	Total

Current Wage ________ x Total Hours Worked ________ = Gross Pay ________

Please answer the following questions as they apply to this past weeks's on-the-job experiences.

1.

2.

3.

Date

Student Signature

WORK REPORT SAMPLE QUESTIONS

What new jobs did you learn this week?

What phases of your work did you enjoy the most this week?

What helpful instructions did you receive that enabled you to do better on the job: (from supervisors, fellow-employees, customers, etc.)?

What job activity did you have this week in which you feel you could do better the next time it becomes your responsibility?

What remarks were made to you this week that caused you to feel that you were performing acceptably on the job?

Cite some interesting incident that happened in your place of business during the week: (This does not have to involve you.)

Do you have any information pertinent to your place of employment, or your job, that may be of importance to your coordinator at this time?

What classroom instruction or activity this past week was the most helpful, meaningful, or interesting?

What difficulty occurred, or, what mistake did you make on the job? What did you do to correct it?

Explain a human relations problem someone is having at work. Recommend a solution.

What skill could you use help in to perform your job better?

Describe the personality traits of your favorite co-worker or supervisor at work.

School/Institution ____________

City ____________

Teacher-Coordinator ____________

Program ____________

STATE DIVISION OF VOCATIONAL EDUCATION
650 West State Street
Boise, Idaho 83720

STUDENT RECORD FOR COOPERATIVE EDUCATION

Period Ending ____________

Note: This form is to be completed at the end of each enrollment period. One copy to your Administrator, one copy to the State Supervisor of Cooperative Education, and one copy retained for your file.

1	2		3			4	5	6	7	8	9	10	11
Name of Student	Sex		Grade			Occupational Code*	Completing Final Year of Training	Cooperative Training Station	Nature of Training Station	Student Position	Total Hours Worked	Hourly Wage	Total Earned
	M	F	11	12	PS								
1.													
2.													
3.													
4.													
5.													
6.													
7.													
8.													
9.													
10.													
11.													
12.													

Signed: ____________
Coordinator

Signed: ____________
Administrator

Dated: ____________

Total Earnings: ____________

Rev. 6/1984

(Duplicate as Needed)

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STUDENT'S SELF-EVALUATION FORM

Name ______________________________ Employer ______________________________

Type of Job ______________________ Business Phone ______________________

Average Hours Worked Each Week ____ Supervisor ______________________

	Excellent	Satisfactory	Need Improvement	Not Applicable
1. Ability to follow instructions				
2. Ability to get along with others				
3. Dependability				
4. Industry and initiative				
5. Loyalty to company				
6. Enthusiasm toward work				
7. Honesty				
8. Punctuality				
9. Mental alertness				
10. Courtesy and manners				
11. Personal appearance				
12. Proofreading and erasures				
13. Appearance of work				
14. Quantity of work produced				
15. Quality of work produced				

I have the following overall criticism of my work: ______________________

____

____

Improvements needed: ____

____

____

Would I feel justified in anticipating a raise in salary if my work were consistently of this caliber? ________

Grade I feel I deserve: ________ Date ______________________________

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COOPERATIVE EDUCATION STUDENT EVALUATION

___ AG ___ BE ___ HE ___ HO ___ ME ___ MO ___ TT ___ SN

1. How did you learn about the cooperative education class? ____

2. How effective was the help you received in selecting the class? low 1 2 3 4 5 high
Comments:

3. How adequate were your entry skills for taking the class? low 1 2 3 4 5 high
Suggestions:

4. How would you rate the knowledge you have gained about yourself after taking the class? low 1 2 3 4 5 high
Comments:

5. How realistically could you evaluate yourself? low 1 2 3 4 5 high
Comments:

6. Was relevant material provided in the class for your career choice? low 1 2 3 4 5 high
Suggestions:

7. How adequate do you feel the instructor has been in providing material, job placement, and personal guidance? low 1 2 3 4 5 high
Comments:

8. How well did your job experience provide a suitable job and job satisfaction? low 1 2 3 4 5 high
Comments:

9. How appropriate was your employer's evaluation of your work performance? low 1 2 3 4 5 high
Comments:

10. How appropriate was your instructor's evaluation of your classroom performance?
Suggestions: low 1 2 3 4 5 high

11. How do you estimate your progress in understanding the world of work as a result of the class and work experience? low 1 2 3 4 5 high
Comments:

12. How appropriate was your occupational choice? low 1 2 3 4 5 high
Comments:

13. How well has the class met your expectations? Comments: low 1 2 3 4 5 high

14. How would you rank the class for other students considering __________ work?
Suggestions: low 1 2 3 4 5 high

EVALUATING THE TRAINING STATION EXPERIENCE

Teacher-coordinators of cooperative plans have the task of measuring student performance that is quite unlike that faced by their teaching colleagues. Their unique evaluation problem is that of measuring performance (achievement) in the occupational (on-the-job) laboratory. Not only must they measure progress, because their purpose is to help student-learners advance toward their career objectives, but they must also measure performance in order to determine grades for the student-learners when they are receiving credit for their laboratory experience.

Coordinators use several methods for measuring student achievement at the training stations: rating sheets for each school grading period, the step-by-step training plan, the training profile, discussions with the job sponsor and observations of the trainees during visitations, and impressions gained in the classroom as the students use (or do not use) job knowledge in classroom discussions and activities.

Communication with employers and training station supervisors is extremely critical to the success of cooperative education. In addition to the suggested evaluation forms which have been included in this section, the handbook writers felt it important to include: 1) a memorandum to training station sponsors that identifies holidays as a help to scheduling work periods; 2) a suggested on-the-job training timeline; 3) a sample letter to the employer of a CVE student which could be provided with the initial student evaluation forms; 4) a teacher activity record sheet that can be used to keep a record of visitations, evaluations, and mileage.

CVE IV 34

MEMORANDUM REGARDING HOLIDAYS

MEMORANDUM

TO: Training Station Supervisors

FROM: __________________, Coordinator

SUBJECT: Student-Employee Holidays

The following information has been assembled to assist you in scheduling your _________ students' hours around their school activities.

1. This school program provides a school credit for the work experience, as well as regular pay from you. Therefore, each student must average 15 hours a week during the semester for credit to be granted.

2. You may use the student on nonschool days. These days do not affect the maximum (it is recommended that school time plus work time not exceed nine hours a day).

3. The following school calendar should assist you in scheduling nonschool days and special school activities.

September	__________	Labor Day (*)
September	__________	School Opens ($)
October	__________	Statewide inservice days ($)
October	__________	Fall Voc. Student Organization Conf. ($)
November	__________	Veterans' Day (*)
November	__________	Parent/Teacher Conferences 1/2 days ($)
November	__________	Thanksgiving Holidays (*)
December January	__________	Winter Recess/Christmas Holidays (*)
January	__________	Final Exams ($)
January	__________	End of Semester--No School ($)
February	__________	Winter Voc. Student Organization Conf. ($)
April	__________	Spring Recess (*)
April	__________	Voc. Student Organization State Conf. ($)
May	__________	Junior/Senior Prom ($) (Tentative)
May	__________	Memorial Day (*)
May	__________	Senior Final Exams ($) (Tentative)
June	__________	Commencement ($)

*** High School's Homecoming event has been scheduled for: ___________

(*) = Holiday
($) = School Event

ON-THE-JOB TRAINING TIME LINE

August
- Update student applications.
- Conduct or schedule interviews for jobs.
- Complete forms.
- Develop training plans.
- Visit parents in home.
- Survey Business
- Train sponsors.
- Distribute brochures, fact sheets, and other materials about the program.

September
- Continue business surveys.
- Complete forms for employment.
- Develop training plans.
- Collect trade materials.
- Spot check trainees for promptness, responsibility, and personal adjustment to job.

October
- Show training films and materials to sponsors.
- Direct students' completion of training manual.
- Show sponsors the students' work.
- Collect CVE evaluation forms by personally going to training station.
- Check to insure that wages, hours, and/or tasks performed relate to student's training plan.

November
- Emphasize rotation or depth of training.
- Commend your training sponsors.
- Anticipate and prevent seasonal layoffs.
- Check for wage adjustments.
- Check tardiness and absences at training station.
- Observe trainee at work.

December
- Check hours and quality of work.
- Plan attitude adjustment.
- Encourage both students and sponsors.
- Make home visits.
- Review training plans.
- Collect and review CVE evaluations.
- Get acquainted with other employees at training stations.

January
- Counsel students and sponsors using training plan and evaluation forms.
- Show students' work, materials, and books to sponsors.
- Collect trade materials.
- Update folders and reports.
- Update and relate trainees' individual study to job.

February
- Check counselor's office for tests, other data on newcomers and next year's group.
- Interview applicants.
- Prepare records.
- Locate jobs.
- Visit home of enrollees.
- Orient new training sponsors.

March
- Collect forms evaluating trainees.
- Arrange for displays, exhibits, projects, speakers, and tours.
- Observe trainees' CVE (goal is to observe 10 per month).

April
- Complete pre-enrollment.
- Complete survey of community.
- Relate student organization projects to CVE.
- Counsel and orient new trainees to be placed during summer.
- Complete inventory.
- Prepare budget.
- Complete folders and forms for new trainees.

May
- Complete files and forms.
- Complete want list, budget, evaluations, and new student placements.
- Assist graduates with placement, counseling, and scholarships.
- Send "Thank You" in person and/or by letter to all.

June - July
- Update personal work experience and professional development.
- Be available to trainees and sponsors.

(The above activities are examples of things which might be done during the school term. Each program would need to schedule appropriate activities as local conditions dictate.)

LETTER TO EMPLOYER OF CVE STUDENT

September 30, 1984

Mr. Michael Sparks, President
Sparks Manufacturing Co.
1136 South Denver Avenue
Anywhere, ID 83201

Dear Mr. Sparks:

Young workers beginning the first of many years of labor are complex beings. At one and the same time they are seeking independence yet apprehensive of being independent. Brimming with confidence, they are sometimes brash. Happy, excited, reticent, proud, anticipatory, frightened, bewildered, lonely--all of these feelings are experienced almost simultaneously as the young worker begins a new and important phase of life.

You, the employer, in partnership with the school are involved in the creative act of helping one or more of these young people during their most critical phase of maturation, through the Cooperative Vocational Education plan.

These young workers come to you after having spent at least 10 years in school. During those years, your new employees have been surrounded by peers and a few adults. Their behavior, in large part, has been appropriate for dealing with people of their own age. Now they are in a setting in which there are very few people of the same age. Their friends aren't there to help them if they need it. They are not sure how to react to situations they haven't faced before. So, although they may show confidence on the surface, you may rest assured that, with rare exception, apprehension lurks inside.

Let them know that it's OK not to be an expert, that you want them to ask questions and seek help. Let it also be known that you expect them to exert effort to learn, to progress, to become productive workers--to work toward independence.

Patience and firmness may be the most important characteristics you possess in working with them. At times, your patience may run thin, your nerves may be on edge, but persevere and in most cases your efforts will be rewarded. The students will come through. They need to gain the experience you are willing to provide. They need to learn and practice the rules of the world of work.

Thank you for working with us in helping ____________________ to grow toward independence.

Sincerely,

Teacher-Coordinator
TC:sk

COOPERATIVE VOCATIONAL EDUCATION
STUDENT PROGRESS REPORT

____ AG ____ BE ____ HE ____ HO ____ ME ____ MO ____ TT ____ SN

School	Student	Training Station	Coordinator

INSTRUCTIONS: Please rate the identifying factor which most accurately describes the student/learner by entering the corresponding letter in the appropriate column to the right.

	RATING SCALE				GRADING PERIOD			
EMPLOYEE TRAITS	A OUTSTANDING	B BETTER THAN AVERAGE	C AVERAGE	D NEEDS MUCH IMPROVEMENT	1st	2nd	3rd	4th
Quantity of work	Usually high output.	Produces above standard output.	Produces standard quantity.	Below standard output.				
Quality of work	Thorough and exact in all respects.	Errors negligible. Neat, thorough.	Produces standard quality.	Performs only limited portion of job satisfactorily.				
Initiative and follow-through	Regularly finds what needs to be done and does it.	Often Shows initiative in planning and completing work.	Seldom needs help or follow-up to complete routine work.	Needs constant follow-up help.				
Cooperation	Continually promotes goodwill. Cooperates fully.	Cooperates effectively. Definitely pleasant to deal with.	Cooperates willingly when asked.	Cooperates reluctantly.				
Attitude	Takes a keen interest in the work. Takes initiative to learn.	Shows interest in work and has desire to learn.	Seems to enjoy work; but is willing to "stand-still."	Seems to resent work; has no desire to learn.				
Dependability	Very industrious. Tardiness and absence unusual.	Meets obligations with very little supervision.	Tends to business. Normal dependability. Always reports.	Chronically tardy, absent, or otherwise unavailable for work.				
Ability to get along with people	Unusually tactful and understanding in dealing with people.	Usually poised, courteous, and tactful with people.	Usually gets along well with people.	Sometimes lacks poise and understanding--seems indifferent.				
Personal Appearance	Always presents an appropriate well-groomed appearance.	Usually is very careful of appearance.	Has acceptable appearance, could make some improvements.	Often neglects to take care of personal appearance.				

Page ______

IDAHO VOCATIONAL COOPERATIVE TEACHER ACTIVITY RECORD

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Teacher ______________ Soc. Sec. No. __________ Account No. __________ School __________

Month __________ CIRCLE ASSIGNMENT AG ME MO HO HE BE TT SN CIRLCE COORDINATION PERIODS 1 2 3 4 5 6 7 8

DATE	EMPLOYER (Name & Address)	PERSON CONTACTED	NAME OF STUDENT	*PURPOSE NUMBER	HRS. DAY	COMMENTS	NO. OF MILES

*Purpose of visit:

(1) Locating Job Stations; (2) Checking Student Progress; (3) Contacting Parents;
(4) Club Activities; (5) Other--please indicate in comment column.

PAGE TOTAL ______
MONTHLY TOTAL ______
AMOUNT DUE ______

____
Administrator Approval

____
Supervisor
pc: Administrator

THE VOCATIONAL STUDENT ORGANIZATION

Philosophically, vocational student organizations are cocurricular--an integral part of the instructional program. The activities of the student organizations have long been recognized as being viable and directly related to the goals of the instructional program. The student organization, along with the classroom instruction and on-the-job training, constitutes the third phase of cooperative education.

The U. S. Department of Education, the American Vocational Association, and Congress, have each recognized vocational student organizations as an essential and integral part of the instructional program. The Policy of the United States Department of Education for Vocational Education Student Organizations is included in this section.

Many avenues exist for student learning and personal development through student activities. A well-balanced program of activities supplementing the formal instruction through a variety of experiences, whether at the secondary or postsecondary level, has been found desirable in cooperative education. Teacher-coordinators agree that those activities requiring member participation, member direction, and member evaluation can have learning outcomes relevant to the students' occupational endeavors. Teacher-coordinators can fulfill their role as chapter advisors by guiding the progress of the student group instead of directing it, as they often might do in a formalized class.

The variety and number of student organization activities and projects depend to a large extent on the ingenuity and vision of the students and the teacher-coordinator. In determining projects or activities, however, fundamental consideration should be given to the value that the project or activity will have for each student.

Student organization activities and projects may be classified into five broad areas: (1) professional, (2) civic, (3) service, (4) social, and (5) financial. Properly conducted, educational activities within these broad areas will strengthen classroom, laboratory, and training station instruction.

In order to focus on ways of integrating student organization activities into the instructional plan, attention should be given to the areas of personal growth as related to the curriculum.

Eight common goals are as follows:

1. Leadership and Followership
2. Citizenship Responsibilities
3. Character Development
4. Social Development
5. Occupational Knowledge
6. Recognition
7. Communication Skills
8. Cooperation

Through the vocational student organization, some of the most effective learning is achieved because students can assume major responsibilities for planning and conducting their own activities. Criteria for activities are contained in the various student organization handbooks. Copies are available from the respective state advisors of the vocational student organization involved.

The teacher-coordinator is a director of learning who coordinates the learning experiences in the classroom, at the training station, and through the vocational student organization. Specific objectives for vocational student organization content are stated on pages 7 and 8 of this section.

Policy Of The United States Department Of Education For Vocational Education Student Organizations

The United States Department of Education maintains a close relationship with nine vocational student organizations and welcomes their cooperation and support in strengthening programs of vocational education. Recognizing that the past performance and future potential of these nine organizations are compatible with the overall purposes and objectives of education today, the United States Department of Education strongly endorses their objectives and seeks to involve their thinking in the improvement of Vocational Education.

In view of this, these policies represent the position of the United States Department of Education.

1. The United States Department of Education recognizes the educational programs and philosophies embraced by the following vocational student organizations as being an integral part of vocational education instructional programs.

    American Industrial Arts Student Association
    Distributive Education Clubs of America
    Future Business Leaders of America-Phi Beta Lambda
    Future Farmers of America
    Future Homemakers of America
    Health Occupations Students of America
    National Postsecondary Agriculture Student Organization
    Office Education Association
    Vocational Industrial Clubs of America

2. The United States Department of Education recognizes the concept of total student development as being necessary for all vocational education students to assume successful roles in society and to enter the labor market.

3. The United States Department of Education will provide technical and supportive services to assist vocational student organizations and State agencies in their efforts to improve the quality and relevance of instruction, develop student leadership, enhance citizenship responsibilities, overcome sex and race discrimination and stereotyping, and serve students of special populations.

4. The United States Department of Education recognizes the responsibility for vocational instructional programs and related activities, including vocational student organizations, rests with the state and local education agencies.

5. The United States Department of Education approves of Federal and State grant funds for vocational education to be used by the States to give leadership and support to these vocational student organizations and activities directly related to established vocational education instructional programs at all levels under provisions of approved State plans for vocational education.

Efforts on the part of State and local education agencies to recognize and encourage the growth and development of these vocational student organizations are highly important and deserve the support of all leaders in American Education.

T.H. Bell
Secretary of Education

Robert M. Worthington
Assistant Secretary for Vocational and Adult Education

Date: September 29, 1981

VOCATIONAL STUDENT ORGANIZATIONS IN IDAHO

Vocational student organizations are addressed in the Federal Legislation as an integral component of a vocational education program. The six organizations provide unique leadership training opportunities--involving parliamentary procedures, public speaking, community involvement and, most of all, an awareness of the world of work. These organizations had a combined membership of over 9,000 Idaho students in FY 1983. A brief description of each of the student organizations follows:

DECA

DECA - Distributive Education Clubs of America is the cocurricular vocational student organization for marketing and distributive education. This organization is an integral part of the instructional program and should be an effective student motivator that creates learning opportunities in leadership development, civic consciousness, social intelligence, and vocational understanding.

FFA

FFA - Future Farmers of America is the organization for students preparing for careers in the industry of agriculture. FFA activities and award programs complement instruction in vocational agriculture/agribusiness by giving students practical experience in the application of agricultural skills and knowledge gained in classes. A major emphasis of the FFA is the development of leadership skills and abilities to prepare young people for leadership roles in their agricultural careers.

FHA/HERO

FHA/HERO - Future Homemakers of America is a vocational education youth organization for young men and women in home economics and related occupations courses in public and private schools. The objective of the organization is to help youth assume their roles in society, through home economics education, in areas of personal growth, family life, vocational preparation and community involvement.

IIASA

IIASA - Idaho Industrial Arts Student Association is an integral part of school industrial arts programs and provides added dimensions to school/community activities. IIASA activities improve the industrial arts instructional program by offering the instructor additional means of creating interesting and productive situations to benefit the student. IIASA increases the opportunity for individual student growth, development, and maturation according to his or her own interests and abilities.

OEA

OEA - Office Education Association is an organization of students enrolled in business and office occupations. It is an integral part of the educational program and is designed to develop leadership abilities, generate interest in and understanding of the American business system and strengthen the classroom educational experience.

VICA

VICA - Vocational Industrial Clubs of America offers leadership, citizenship and character development programs and activities to complement skill training available in the public schools, vocational training centers, and community colleges. VICA programs help students to better prepare themselves for the labor market. VICA emphasizes respect for the dignity of work, high standards in trade ethics, workmanship, scholarship and safety. It promotes understanding of the free enterprise system and encourages development of patriotism through the practice of democracy in the club.

VOCATIONAL STUDENT ORGANIZATION/PUBLIC RELATIONS TIME LINE

August
- Prepare news articles.
- Plan/conduct "Get Acquainted Reception/Party."
- Conduct initiation.
- Elect Officers
- Order pins, jackets, and supplies for student organization.
- Hold officers' training and planning meeting.

September
- Run radio spots.
- Place stickers on windows of training stations.
- Distribute bumper stickers, pencils, and pens.
- Take pictures of student trainees' CVE.
- Publish pictures in paper and prepare scrapbook file.

October
- Hold open house or parents' tea.
- Continue to run trainees' pictures in local paper.
- Hold advisory committee meeting.
- Prepare fair exhibit.
- Distribute copies of program of work to all interested groups.

November
- Mail newsletter to other schools.
- Prepare displays, and bulletin board notices.
- Develop projects.
- Prepare civic club presentation.
- Prepare "Get Out the Vote" campaign.
- Attend conferences and seminars.

December
- Hold breakfast for training sponsors.
- Conduct adult education seminar.
- Hold recognition for faculty/friends of program.
- Plan benevolent project like "Toys for Tots."
- Hold recreational event for trainees.

January
- Conduct radio or TV program.
- Schedule mayor's proclamation of special day or week.
- Print news of hours worked/pay earned/tax paid by trainees.
- Prepare sign or bulletin boards about program.

February
- Present program to assembly.
- Plan Field trips.
- Plan panel from industry.
- Plan "Sweetheart" banquet.
- Print more pictures of trainees' CVE.

March
- Prepare float for parade.
- Plan clean-up/fix-up campaign.
- Plan community achievement program.
- Hold advisory committee meeting.
- Attend conferences.
- Plan civic club program.

April
- Plan appreciation banquet.
- Plan alumni activity.
- Recognize "Most Frugal."
- Mail "Thank You" letters.
- Prepare fair exhibits.

May
- Tour area Vo-Tech schools or colleges.
- Tour businesses.
- Present awards at school assembly.
- Plan recreational activities.
- Plan "Sponsors vs. trainees" marathon.

June - July
- Be available to counsel, assist, and recognize trainees or employers.

(The above activities are examples of things which might be done during the school term. Each program would need to schedule appropriate activities as local conditions dictate.)

SECTION V

ESTABLISH AND MAINTAIN TRAINING STATIONS

CONTENTS

Identification and Selection of Training Stations...............V 1-3
Letter from Superintendent or Vocational Director to Local Businesses (sample).................................V 4
Maintaining Positive Working Relationships......................V 5
Evaluation of Training Stations.................................V 6
Checklist for Evaluating Student Training Stations.............V 7
Criteria for Evaluating Training Firms.........................V 8

IDENTIFICATION AND SELECTION OF TRAINING STATIONS

The training station is a business or industry in the community where the student participates in on-the-job activities. While most of the identification and selection occurs in the beginning of the school year, the teacher-coordinator will need to include both steps throughout the school year as businesses and industries change their employment needs. Not all businesses or industries are appropriate training stations and not all employers make good training sponsors. The teacher-coordinator must evaluate potential training stations to make certain they are compatible with students needs, interest, and abilities. Identification of training stations begins with a community survey. (See sample survey in Section II.) The selection process requires well defined criteria and important considerations which follow.

Important Points to Consider in the Identification and Selection of Training Stations

1. A well-planned and systematic method for selecting training stations is being used. (See "Five Phase Approach")
2. The advisory committee is involved in the selection and approval of training stations.
3. The teacher-coordinator evaluates businesses and industries being considered as potential student training stations.
4. The employers have an interest in training the student.
5. The training stations have a good reputation and are accepted by the community as reliable, respected firms.
6. The training stations provide opportunities for well-organized and varied learning situations that help students progress toward better skills and knowledge based on student's career goal.
7. Employers are thoroughly informed concerning the purposes of the cooperative work experience program.
8. The employer agrees to provide the student learner with adequate supervision.
9. All employers have agreed to participate in the cooperative vocational education program.
10. The employers pay the student in conformity with federal and state laws and regulations.
11. The employers offer opportunities for advancement.
12. The employer-supervisor is trained in cooperative vocational education program procedures.
13. Training stations are located near the school students attend and accessible by public transportation or automobile.
14. Employers allow teacher-coordinator to observe students at work.
15. Evaluations of student performance and progress are conducted by the on-the-job trainer as well as the teacher-coordinator.
16. The training station has safe and healthy working conditions.
17. The employer has a copy of the training agreement and training plan and uses the plan appropriately.
18. The employer is aware and tries to meet the minimum number of work hours required by the student.
19. The training station has a good reputation in the community.
20. Idaho State Department of Vocational Education Cooperative Education Program Standards. (See Exhibits A and B)

Five Phase Approach to Identification and Selection of Training Stations

1. Development of list of prospective training stations.
2. Promotion of program and qualification of interested businesses.
3. Geographic territory allocation (optional).
4. The sales presentation.
5. Selection based on your criteria.

Phase 1: Develop List of Prospective Training Stations

Compile a list of businesses which can serve your students' interests in the geographic area you will serve (see Phase 3) by seeking sources such as:

Business Directories
Chamber of Commerce
Telephone Book
Staff Members
Past Files
Other Coordinators
Advisory Committee
Mall Directories

Mail Community Survey to businesses (see sample survey in Section II).

Phase 2: Promotion and Qualification.

Since it is your goal to solicit businesses who will work cooperatively with you and your students, a promotional letter (such as the one on the following page) from your superintendent will not only advertise but also assist you in qualifying prospective sponsors when you contact them individually.

Another promotional letter that has enjoyed great success in the past is one from your Advisory Committee. Have the committee members endorse a letter similar to the one provided and send it to all businesses in your geographic area, who are not currently enjoying the benefits of employing a student. It's a great testimonial!

Phase 3: Geographic territory allocation (optional).

If you work in a large district within many cooperative education programs, canvassing businesses and placing students can be simplified. Call a meeting of all coordinators in your district and divide the businesses according to the geographic location of each school. Each coordinator wiould then be responsible for contacting the businesses in his or her area and sharing placement opportunities with the other coordinators.

Phase 4: The sales presentation.

Your program has already been introduced by your superintendet or Advisory Committee, so the next step is to "sell" the program. If you work in a large district and have completed Phase 3, it is your obligation to contact all businesses for the benefit of all programs. If you're in a small district and Phase 3 is not necessary to execute, begin contacting businesses that are most likely to be supportive.

You are a salesperson. You should be able to "sell" your program with conviction!

A guideline for your presentation is as follows:

Introduction:
Introduce yourself, your program, and your purpose for being there (i.e., to elaborate the benefits of hiring cooperative education students).

Qualify Needs:
Focus your questions on the typical problems facing businesses who employ part-time workers (i.e., employee turnover, motivation, unavailability of willing workers during afternoon, evening, and weekend hours, lack of academic training needed to perform job tasks among workers, lack of career interest among workers).

Deliver Your Presentation:
Aim the benefits of your program at solving the prospective sponsor's problem.

Sell the benefits of hiring students to your prospect.

Present a "product comparison" between student/learners and other employees.

Prove Your Benefits:
Use letters of testimonial or case histories and success stories of past and currently satisfied training sponsors.

Close the Sale:
Close on a choice ("Which day is more convenient for you to conduct interviews, Monday or Friday?")

Use an "Assumption Close" ("How many students would you like to interview?")

It's simple, if you believe in your product!

Phase 5: Selection Based on Your Criteria.

The selection of your training stations should follow two sets of criteria.

The first set determines if your students' interests will be best served and also prevents your overlapping placement into other cooperative education dicipline areas.

The second set should encompass the Important Points to Consider, #2 through #20.

LETTER FROM SUPERINTENDENT OR VOCATIONAL DIRECTOR TO LOCAL BUSINESSES
SAMPLE

(District/School Letterhead)

Date

Inside Address

Dear _______________:

Recent years have evidenced the realization that a strong relationship exists between the world of education and the world of work. Seeing the importance of this relationship between our high schools/postsecondary institutions and the business community, our Board of Education has strongly endorsed the Cooperative Education Program. This program was developed to give senior/postsecondary students on-the-job training in a career goal of their choice. The main goal, of course, is to develop talents within the students so that, when they graduate, they can better apply themselves to the labor market.

Possibly your organization, as many in the community, has supported this program. If so, may I express my sincere appreciation for your civic interest in the students of our community. Should you not be aware of this program, may I suggest you investigate the advantages to you, the student, and the community participating in our Cooperative Education Program.

The teacher-coordinator from (high school/voc-tech) will be calling your office in the next few days to arrange an appointment at your convenience. It will take 10 or 15 minutes only for you to become familiar with the details. I'm sure the time will be very well spent.

With thanks and best regards.

Sincerely,

Superintendent/Vocational Dean or Director

S:sk

MAINTAINING POSITIVE WORKING RELATIONSHIPS

Following selection of training stations, the teacher-coordinator has an increasingly important role in maintaining positive working relationships with employers and student supervisors. The teacher-coordinator must follow effective public relation techniques (see Public Relations Section) and provide a system of quality contacts which will benefit the student, the employers, the teacher-coordinator, and the cooperative education program. The successful cooperative education program requires a unity and dedication to program goals from all persons involved. The following is a list of important considerations for maintaining a successful cooperative education program.

Important Points to Consider

1. Set up an orientation session, either individual or group, with the employers/supervisors/trainers to explain the cooperative education program.
2. Follow-up initial orientation with training development sessions as needed by the employers or trainers.
3. Develop an on-site visitation plan to visit the station in order to:
    a. learn about the specific operations of the business or industry.
    b. exchange student progress with the student, and with the employer/trainer.
    c. build relationships with employer/trainer.
    d. discover any related classroom training needed by the student.
    e. modify student training plan as needed according to student and employers needs.
    f. arrange for special meeting to discuss special problems.
4. Develop a student training plan which addresses the scheduling needs of the industry or business. Involve the employer/trainer in writing of the plan.
5. Reinforce to the employer the program's goal: "preparing students for success in the world of work."
6. Take employers out to lunch or away from the work site in order to discuss program development. Seek employer's advice.
7. Establish sincere trusting relationships with employers while practicing public relation techniques.
8. Develop an annual public program of appreciation for all cooperative education employers/trainers.
9. Have student write thank you letters to employers/trainers.
10. Include time to have conferences with parents or make visits to gain parental support for the program and for student performance.
11. Meet with other coordinators for sharing and discussion time.
12. Coordinate with other teacher-coordinators the meeting time with employers which saves employer's time and prevents a drain on employer's schedule and energy.
13. Meet with employer when student terminates training in order to promote a continuation of the work site for other students.

EVALUATION OF TRAINING STATIONS

It is advisable to review existing training stations annually and to establish new training stations. The composition of the group of student-employees in a given program will vary from year to year, necessitating perhaps a change in the variety of training stations available. A certain training station which has been used may no longer be available for any number of reasons. Business conditions may have changed so the utilization of a student-learner can no longer be justified, or the firm may no longer exist. In a certain instance, a job supervisor may have moved, and a suitable person to handle student-learners cannot be found.

Every training station should be reviewed at the end of the school year by comparing the training plan which was established at the beginning of the year with the end-of-the-year report on what actually transpired.

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CHECKLIST FOR EVALUATING STUDENT TRAINING STATIONS

At the Training Station, do you find:

______________ Supervision which shows respect for the individual?

______________ Satisfaction among workers?

______________ Employer interest in training plan?

______________ An organization suited to Cooperative Vocational Work Education Plan?

______________ Clear, concise instructions?

______________ Clearly defined lines of authority?

______________ Evidence of cooperation and working together?

______________ Training facilities available?

______________ Evidence of cooperation and working together?

______________ Practice of sanitation?

______________ Use of safety devices and appropriate safety practices?

______________ Efficient overall operation?

______________ Conditions conducive to good learning?

______________ Opportunities for full-time employment?

______________ Opportunities for advancement?

______________ Stability of employment?

CVE V 8

CRITERIA FOR EVALUATING TRAINING FIRMS

Name of Cooperating Firm ____

Name of Supervisor ____

Total Number of Student-Learners Participating ______________________

Instructions for use of the checklist:

This checklist of criteria for rating a cooperative training firm consists of statements of provisions, conditions, or characteristics that are found in quality programs in secondary schools. If any important features or procedures are omitted, they should be added in the appropriate sections.

Rate each item using your best judgment and all available evidence. The suggested key for rating each statement is:

4 - Excellent: The condition is extensive and is functioning very well.
3 - Satisfactory: The condition is moderately successful and is functioning.
2 - Needs Improvement: The condition is limited in extent and is functioning poorly; or it is entirely missing but needed.
1 - Does Not Apply: The provisions are missing or do not apply. They may also be undesirable for the students of the program, or not conform to the school's objectives.

_____ The cooperative training firm provides a training station throughout the entire school year.
_____ The training firm is willing to pay the minimum wage or at a rate commensurate to ability and training of other employees with similar responsibility.
_____ The students are rotated and given a variety of learning activities.
_____ The training firm has a cooperative and interested attitude in working for the school and the student.
_____ The training firm is interested in improving their role in meeting the training objective.
_____ Training supervisors are appointed by employers for each student.
_____ The training firm should provide experience in occupations that require both skills and knowledges.
_____ The working conditions of training stations should be safe and free of hazards that might impair the safety or health of the worker.
_____ Business firms which furnish training stations should practice ethical business practices.
_____ A sufficient number of working hours is available at the training station to provide job skills.
_____ The training sponsor is conscientious in following the training plan.
_____ The training firm is cooperative in evaluation of student-learner.

SECTION VI

RECRUITMENT AND SELECTION OF STUDENTS

CONTENTS

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RECRUITMENT AND SELECTION OF STUDENTS

The recruitment and selection of employable students should be considered critical to the initial and continued success of the overall cooperative education program. The opportunity to recruit and select students who will benefit from the program is unique and requires the cooperative efforts of the teacher-coordinator, administrators, current students, faculty, counselors, and advisory council.

A fundamental premise of all of vocational education is that it should be available for those students who want, need, and can benefit from the instruction. Thus, students, parents, counselors, and administrators should be made aware of the goals and purposes of the program. Cooperative education should be available for a broad representation of the student body including males and females, handicapped and disadvantaged, college-bound, those planning to enter directly into the labor force, and potential dropouts.

The teacher-coordinator is the individual primarily responsible for the recruitment of student-employees. Failure to carry out this responsibility can lead to the placement of students in the program who do not belong there, i.e., the "dumping ground" syndrome or the dissolution of the program due to lack of enrollment.

The key to continued successful recruitment is the operation of a high-quality program throughout the year. As business and industry have recognized for many years, "word of mouth" advertising and testimonials can have a most lasting impact upon the market. The same is true of a cooperative program. Current student-employees can be successfully used in a recruitment effort. They can share their experiences with friends, relatives, and other potential student-employees. The overall recruitment program should be carefully planned and supervised by the teacher-coordinator.

The teacher-coordinator should meet with the school administration to identify the class registration date for the following year during December. January and February can be excellent months for "stepping-up" the recruitment effort for the following academic year, depending upon the school's pre-registration date for the next term. Letters to students and parents can be used at this time to inform potential students about the program. Brochures developed as a part of the public relations effort are certainly appropriately used at this time. Posters, newspaper articles, and recognitions of achievement can also be used to publicize the program and make potential enrollees aware of its existence. Make sure that you have an adequate supply of interest forms, application forms, interview rating sheets and teacher referral forms for use in recruiting students. Samples of these items are included in this section of the handbook. Depending upon the school's registration schedule, the teacher-coordinator should plan to accept applications and referrals and interview students during March and early April. This is done so that all students can be notified prior to the actual pre-registration date for the next term. If it is not possible to complete this prior to pre-registration, it is important to plan alternate schedules for all students who have indicated an interest knowing that a number of the students may not be selected for the program. Prior to the end of the school year, the teacher-coordinator should conduct an orientation session for the students selected for the program. Training station regulations, the placement and job-interviewing process and the program rules and guidelines should be presented and discussed at this time. It may be valuable to include parents/guardians in this orientation session.

Students interested in enrolling in cooperative education should be subjected to a very organized and businesslike selection process. As identified in the Idaho Standards, the three key elements are:

1. Student application forms that provide background information.
2. The student's personal cumulative record, which provides such information as school grades and credits, vocational goals, interests, and previous vocational courses.
3. The student interview conducted after all pertinent data has been compiled.

The input of the student, teachers, and counselors can and should be considered in the selection process. If the student has been previously employed, that information can also be helpful. The selection process should be based on all or some of the following criteria:

1. The student has a career interest in the identified vocational area.
2. The student desires to, upon graduation, work in the specific vocational area, and/or plans to pursue higher education in a related area.
3. The student has the ability or potential ability to succeed in the vocational area. He/she should have acceptable competence in reading, writing, and mathematics. The teacher-coordinator is encouraged to assit in any basic skills remediation that will help the student.
4. The student should have the consent of his/her parents or guardians to enroll in the program.
5. The student should have the ability or potential ability to practice good human relations in a class, vocational student organization, or job environment.
6. The student should be honest and recognize the importance of good grooming and manners.
7. The student must have demonstrated dependability, good attendance patterns, and the ability to arrive on time.
8. The student must understand the potential need for transportation to the training station.

A variety of indicators can be utilized by the teacher-coordinator to assess the student's potential for success and employability. Indicators of expected performance that might be used include: academic records, aptitude scores, attendance and tardy records, teacher and counselor references, extracurricular activities, completeness and neatness of the application form for admission into the program, performance in the application interview, and punctuality in returning forms and appearing for the interview.

All students who apply for admission into cooperative education should be extended an interview unless they fail to appear as scheduled. It is very important to remember that all applicants must be treated equally and that the final selection of student-learners should be made after all applicants have been interviewed.

Both students selected for admission and those not selected should be notified by letter. Samples of letters of acceptance and rejection are included in this section of the handbook. Students not selected should be counseled to other available programs or classes that will help in the development of skills, attitudes, etc., which are not currently demonstrated. If some students were not selected due to a class size limitation, it may be wise to establish a "waiting list" should an opening occur at a later time.

All information and records obtained as a part of the selection process should be retained for future reference. In the case of the students who are selected for the program, these records will provide information needed for placement and instructional planning. In the case of any students who were not selected, there is always the possibility that your decision will be challenged, and you will need documentation as to the reasons for not selecting the student. One year is probably an adequate retention time for the latter situation, but all information on students who are enrolled in the program should be maintained for at least three years after graduation. Utilizing a system of student competency profiles or folders will help in the retention of this information. As a caution, it may be advisable to check with the local school administration on the degree of confidentiality of student records. Most school records are open to students for their inspection.

INFORMATIONAL LETTER TO STUDENTS
SAMPLE

(Use School/Institution Letterhead)

Date

WELCOME!!!

YOU are cordially invited to participate in the ______________ program during your senior year at ______________. This program will give you an opportunity to explore business careers in a variety of areas: ____________ ____.

What do you need to participate? The most important thing is your interest. Prerequisite? You must have completed or be taking ______________. Any other ______________ class or involvement that you have had during your high school years is a plus.

A sample of things learned in the ______________ class include: __________ ____ ____.

Those who ______________ a year of ______________ will have the opportunity to continue to develop that skill.

THERE IS EVEN MORE!! You will have the opportunity to be a member of the (student organization). Here you will be involved in school, community, state, and national activities. Meetings will be held during class time.

THE LAST ITEM!!! Money! Those of you who are interested in working in a ______________ will have an opportunity to so through the Cooperative ______________ Program. This is a released-time program, which is flexible and works around your class schedule. Businesses in the community hire YOU and PAY you to work for them in the afternoon and/or on weekends. You also earn ONE credit a semester for this employment. Those students who wish to participate in this work experience will fill out an application blank, data sheet, and letter of application to be returned to ______________ by _____. Then interviews to get acquainted with ______________ will be held the last week of school. As jobs become available during the summer and fall, you interview with employers and begin working!

IF YOU ARE INTERESTED, sign up for the ______________ class at preregistration. For the work experience, get the application blank from ______________, Room _____, and return it by _____. Please take this invitation and attached brochure home to share with your parents.

HOPE TO SEE YOU NEXT YEAR!!!

(Teacher-Coordinator's Signature)

INFORMATIONAL LETTER TO PARENTS/GUARDIANS OF FRESHMEN AND SOPHOMORES
SAMPLE

Date

Dear Parents:

We feel that the following facts should be brought to the attention of parents of high school freshmen and sophomores. Because of the present stepped-up requirements in mathematics, science, and English for graduation from high school, there isn't as much time left for students to take subjects which they elect. Therefore, planning must be done very carefully.

We do have, however, a complete elective program which is very good, including both academic and vocational subjects.

> THERE IS A PARTICULAR PROGRAM CALLED COOPERATIVE EDUCATION, which we are very eager to bring to your attention, since completing this program PROVIDES A DEFINITE OPPORTUNITY FOR EMPLOYMENT and FOR A CAREER.

In the freshman and sophomore years especially, parents should be careful to see that their children are passing in the required subjects--science, English, mathematics, etc.; in order that they will not be crowded for time in their junior and senior years by having to make up previous failures.

IF STUDENTS PASS THE REQUIRED COURSES through the first three years of high school, they then have an opportunity to enroll in the Cooperative Education Program providing them employment and training in an area of their interest. This program is designed to prepare students for entry into an occupation upon graduation from high school or college.

The enclosed brochure gives further details about the Cooperative Education Program, and I sincerely hope that both you and your son or daughter will study it seriously. As teacher-coordinator of the program, I will be glad to discuss this with you, at any time that can be arranged. Remember, it is NOT too early to plan for this program.

Sincerely,

Teacher-Coordinator

TC:sk

Enclosure

LETTER TO PARENTS OF SENIORS
SAMPLE

Date

Name of Parent/Guardian
Their Address
Your Town, ID 83221

Dear Interested Parent:

Seniors of ______________ High School are being given the privilege of beginning their preparation for a career in the fascinating field of ________ ________ nearly a full year before most young people have a similar opportunity.

The ______________ Program is a cooperative agreement between the school and the business community. Just as other subjects have periods of basic informational fact and periods of laboratory, during which knowledge gained is put to practical use, so does ______________ have its instructional periods and its laboratory. The instruction takes place during school and the laboratory is an actual business in the community. Each student is employed by a local retail, wholesale, or service business at the prevailing wage paid other part-time employees in the same kind of business and each student is employed for at least _________ hours during the school year, or an average of _________ hours per week.

Due to limited facilities, all students applying for this program will not be able to take advantage of the course. Three specific items that will determine which students will be accepted are:

1. A sincere interest in immediately launching a career in some phase of ______________.
2. An attendance record indicating a recognition of personal responsibility.
3. A school and community conduct reputation that is a credit to the school, their parents and their fellow students.

So, if your son or daughter is planning a career in ______________ either at a college or a vocational-technical school, or intending to immediately enter the work force, please have him/her contact me in Room _________ right now and see if he/she qualifies.

Sincerely,

Teacher/Coordinator

TC:sk

LETTER TO PARENTS OF INTERESTED CVE STUDENT
SAMPLE

Date

Dear Parent:

______________ has indicated a desire to enroll in the Cooperative Education Program with an interest in ______________. Should he or she be selected, successful completion will depend to a large degree on the support which you are willing to give this program.

In order that you become better acquainted with the course, please note the following information. (The term "student-learner" refers to your son or daughter.)

1. The student-learner will carry __________ regular high school subjects other than his or her Cooperative Education course.
2. One period daily must be spent in a class relating to his or her occupation.
3. A maximum of __________ hours and a minimum of __________ hours per week is to be spent training on the job, for which a minimum wage is paid.
4. If successfully completed, this course gives __________ credits each year toward graduation.

You will receive my assistance in guiding your son or daughter in matters of personal conduct in school, on the job, and in matters pertaining to the training course, when and as needed. If you have any questions, please contact me at school (phone) or at home (phone).

Sincerely,

Teacher-Coordinator

TC:sk

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COOPERATIVE VOCATIONAL EDUCATION
Application for Admittance

NAME ______________________________ SOCIAL SECURITY NO. __________

AGE _____ DATE OF BIRTH ______________ TELEPHONE NO. ______________

ADDRESS ____

DRIVERS LICENSE? ___ ACCESS TO CAR? ___ INTERESTED IN SUMMER EMPLOYMENT? ___

PARENT OR GUARDIAN NAME ____________________ OCCUPATION __________

PARENT OR GUARDIAN ADDRESS ____________________________________

INDICATE TYPE OF EMPLOYMENT YOU PREFER: (List choices) (Bank, dental, legal, food service, retail, business, medical, agriculture, etc.)

FIRST CHOICE __________________ SECOND CHOICE __________________

REASON FOR ABOVE PREFERENCE ___________________________________

____

Do you attend school regularly? _____ Absences to date? ____ Tardies ______

Major reason for absences: ____________________________________

Are you under a doctor's care? _____ Do you have any health problem that may interfere with your regular attendance on a job? _____ If so, please explain

____

Have you ever worked full or part-time? _____ Where? _______________

Type of job ____

Are you currently employed? _____ If yes, where? _________________

Type of job ____

Do you intend to further your education after high school? __________

Type your present schedule of classes on the back of this form.

PLEASE ATTACH YOUR RESUME. Include as references names of three teachers who can attest to the quality of your work.

TO THE STUDENT:
COOPERATIVE VOCATIONAL EDUCATION provides an opportunity to be considered for employment in the businesses in our area. When you enroll, you indicate that you are sincerely interested in putting forth your best efforts to receive on-the-job training. If you accept this responsibility, please sign in the space provided.

____
Student-Learner

TO THE PARENT OR GUARDIAN:
DO YOU CONSENT TO YOUR DAUGHTER OR SON ENTERING THE COOPERATIVE VOCATIONAL EDUCATION PROGRAM and do you agree to cooperate with the school and the training agency in making the training and education of the greatest possible benefit to your daughter or son? If so, please indicate your support and approval with your signature.

______________ ______________________________
Date Parent or Guardian

RELATED COURSES TAKEN DURING THE PAST THREE YEARS AND GRADES ACHIEVED.

9th grade Subjects	grade	10th grade Subjects	grade	11th grade Subjects	grade

List voluntary jobs or offices you have held that have given you additional experience in this area:

____

____

LIST YOUR TENTATIVE SCHEDULE FOR THIS YEAR:

1st Period ____________________
2nd Period ____________________
3rd Period ____________________
4th Period ____________________
5th Period ____________________
6th Period ____________________
7th Period ____________________

Students are to sign for one required content course and one work period minimum.

TEACHER RECOMMENDATION MEMORANDUM
SAMPLE

Date

MEMORANDUM

TO: Select Faculty Members

FROM: ____________________, Teacher-Coordinator
Cooperative Education Program

SUBJECT: Recommendation for Applicant for Cooperative Education Program

____________________, has applied for admittance into the ________________
Student Name
Cooperative Education Program. A part of the selection process includes the consideration of faculty recommendations.

Students accepted into the senior level of the CVE program will take a related class dealing with occupational and job skills in the morning or early afternoon and will be placed on a part-time job related to his/her career interest in the afternoon or evening. In addition, students become members of the ____ (____), the vocational student organization of ____________________ students.

I would appreciate your completion of the attached form relative to the applicant's performance in your class. Your response will be treated confidentially. Please return the completed form to my mailbox by ________.

Thank you for assisting me in the selection of next year's ________________ cooperative education students.

TEACHER EVALUATION FORM FOR PROSPECTIVE COOPERATIVE EDUCATION STUDENTS

Student ______________________________ Date ______________

QUALITIES TO BE RATED	RARELY	SOME-TIMES	USUALLY	MOST OF THE TIME	ALWAYS
DEPENDABILITY: Prompt, sincere, consistent, able to work without supervision, truthful, follows instructions.					
CULTURAL REFINEMENT: Courteous, considerate, appreciative, good manners, respectful.					
LEADERSHIP: Aggressive, forceful, imagination, good judgment, resourceful, able to inspire others to act.					
INDUSTRIOUSNESS: Persistence, habits of work, makes wise use of their time.					
MENTAL ALERTNESS: Attentive, interested, observing, eager to learn, memory.					
THOROUGHNESS: Accurate, sustained interest, completion of work, careful.					
PERSONAL APPEARANCE AND GROOMING: Clean, unoffensive, neat appearance, orderliness, poise.					
ABILITY TO GET ALONG WITH OTHERS: Adaptable, friendliness, tactful, cooperative, willingness to be counseled, respect for others, sense of humor.					
SOCIAL HABITS: Attitude, self-control, thoughts of the mind, honesty, not inclined to argue, complain, give excuses, excessive or loud talking.					
EMPLOYABILITY: Can this student favorably represent the school on the job? If you were an employer, would you want this student working for you?					

If you were an employer would you hire this student? Yes _____ No _____

Why or Why Not? ______________________________

Please return to: (Coordinator) ______________ Date ______________

Teacher Providing Recommendation: ______________________________

TEACHER REQUEST FOR STUDENT INTERVIEW
SAMPLE

Date

FROM THE DESK OF ____________________, COOPERATIVE EDUCATION
TEACHER-COORDINATOR

I would appreciate the opportunity to interview ____________________, who has expressed interest in the Cooperative Education Program. If it will not interrupt your schedule, may I have the above-named student come to room

__________ at __________.

Thank you.

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STUDENT INTERVIEW

1. Name ______________________ Social Security No. ____________
2. Age ____________ Sex ____________ Year in School ____________
3. Why do you want to be in a Cooperative Education Program? __________
____
4. What do you plan to do after graduation? ____________________
5. What kind of training are you seeking? ______________________
6. What do you know about career fields in this area? ____________
____
7. Have you discussed your career goals with your parents? __________
8. Have you discussed your career goals with your counselor? __________
9. Have you had any work experience? _____ If yes, doing what? __________
10. Do you intend to keep this job? ____________________________
11. How much do/did you earn per hour? ___________________________
12. What do you like/dislike about the work experience? ____________
13. What do you feel that you have to contribute to this program? ________
____
14. Do you have any physical weakness or handicap? __________________
15. What subjects do you like best? _____________________________
Least? ____
16. Are you active in any school clubs? ________ If yes, list them ______
____
17. Are you planning to participate in any school activities like band, sports, drama, or debate? ___________________________________
18. Will this interfere with your training hours? __________________
19. Do you have a good record of attendance and discipline? ____________
20. What wage per hour would you expect to receive? _________________
21. All CVE students are expected to join their vocational club. Dues are $__________.
22. There are certain expenses involved in addition to your club dues (banquet, district, state, and national conventions). Are you willing to fulfill your obligations? _____________________________
23. Why do you feel that you should be in a Cooperative Education Program?
____
____

* * * * * * * * * * * *

Disposition recommended by Teacher-Coordinator ____________________
____
____

STUDENT INTERVIEW RATING SHEET

Name ______________________________ Age _________ Date _____________

QUALITIES TO BE RATED	EXCELLENT	GOOD	FAIR	POOR
Personal appearance and grooming				
General knowledge of the job				
Personality and manners				
Speech, voice, and conversational ability				
Attitude				
Enthusiasm or interest				
Initiative or interest				
Maturity and poise				
Reasoning and judgment				
Sincerity				
Tone of the interview				
Nature of attendance				
Nature of grades				

COMMENTS OF INTERVIEWER:

(Reference form used only by Coordinator) Interviewed by _______________

ACCEPTANCE LETTER TO CVE STUDENT
SAMPLE

Date

Ms. Linda Smith
382 East Jones Street
Goalsville, ID 83221

Dear Linda:

Congratulations on being selected to participate in the Cooperative Vocational Education Program at ____________________ for the coming year.

You have been selected on the basis of your ability, personality, and ambition to participate in Cooperative Vocational Education. You can be proud of this! Set a goal to establish the quality of program that will benefit you and your community.

It will be a pleasure to serve as your advisor and coordinator and to attempt to make this program one of the most helpful and enjoyable training experiences in your vocational career.

Our first orientation meeting will be held Monday, May 29, in Room 218, at 11:45 a.m. Please plan to attend.

Sincerely,

Teacher-Coordinator

TC:sk

LETTER TO UNSUCCESSFUL CVE APPLICANT
SAMPLE

Date

Dear CVE Candidate:

Thank you so much for applying for the Cooperative Vocational Education Program this year. Your application was very good and was carefully considered. However, there were more good candidates than openings in the program. Therefore, it was necessary to choose those persons who would benefit most from this experience.

I would, however, like to invite you to enroll in the ____________________ and learn more about the exciting world of ____________________. Many of this year's students are employed in the community and are active members of ____________________. (name of student organization)

Thank you for your interest. I hope to see you in ____________________ classes next year.

Sincerely,

Teacher-Coordinator

TC:sk

(To be used in schools where vocational classes are offered in addition to just the Cooperative Vocational Education Program. This is to encourage student enrollment in the core vocational programs when the student is not able to meet the qualifications of the CVE Program.)

LETTER TO PARENTS OF STUDENTS ACCEPTED FOR CVE
SAMPLE

Date

Mr. and Mrs. Paul Parent
1755 Happiness Street
Joy, ID 83333

Dear Mr. and Mrs. Parent:

I'm very pleased to inform you that Paula has been accepted into the ____________________ program at Joy High School. This will be a very special year for Paula, and I'm really looking forward to having her in our program.

Enclosed is a brochure further describing the ____________________ program at Joy High School. You will note that all seniors enrolled in the program work approximately 15 hours per week as part of their training in ____________________. The list of firms with whom we worked last year is included in the last page of the brochure. In the next two weeks, I plan to begin placing Paula and her classmates in suitable training stations. All will be employed in a ____________________ occupations in a local business firm. Most of the firms pay minimum wage.

I've also enclosed a copy of the training agreement for your perusal. Please review it and make a note of any questions. I will be phoning you sometime soon to discuss this agreement and other aspects of the ____________________ program. Perhaps we can arrange to meet at your home, in the school, or some other mutually-agreed upon location.

Again, let me say how pleased I am to have Paula joining the ____________________ program. And, I'm looking forward to meeting and working with you as well. If you should ever have questions about the program or Paula's progress, please don't hesitate to phone me at (208) 444-4444.

Sincerely,

IMA Good Coordinator

IGC:sk

Enclosures

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PARENT'S PERMISSION
COOPERATIVE EDUCATION PROGRAM

____________________ has my permission to enroll in the Cooperative Education Program.

I hereby release the school and School District #_________ from any responsibility involved in traveling to and from work while a student under the Cooperative Education Program.

Student accident insurance is _____, is not _____ carried on my son or daughter.

____
Parent's Signatures

____
Date

STUDENT REFERENCE SHEET

Student ______________________ Number ______________

Home Address ____________________ Phone ______________

Parent's Name ____

Student's Age ____ Birthdate __/__/____ Soc. Sec. No. ____________

Student's Career Goal _________________________________

Math ______ Communications ______ Personality ______ Appearance ______

Experience? ____

SCHOOL SCHEDULE

Period	Subject	Teacher	Room#

INTERVIEW RECORD SHEET

Date	Time	Business Name/Address	Interviewer	Disposition

STUDENT JOB CONTACT RECORD FORM

Name ______________________________

Date of Call ____________ Referred by ______________________

Name of Business ______________________________

Business Address ______________________________

Application filled out? ____ Yes ____ No

Personal interview? ____ Yes ____ No

Name of person to whom you talked ______________________

Position of person to whom you talked ______________________

Results of job contact ______________________________

____

____

____

____

____

Follow-up Letter ____ Yes ____ No

Check-back Call ____ Yes Date(s) ______________________

Telephone call ________ Date(s) ______________________

In person call ________ Date(s) ______________________

Coordinator's comments or instructions ______________________

____

____

____

____

COOPERATIVE EDUCATION STUDENT INTRODUCTION CARD

School ________________________________ Date ________

Company ____________________ Address ________________

Dear ____________________: (Interviewer's Name)

This will introduce __________________, a ______________ Cooperative Student, who wishes to apply for a part-time position as ___________________.
(Position/Department)

If I can provide any additional information about this student, please feel free to call me at ____________.
(Phone #)

Thank you for your support!

____

Teacher-Coordinator School/Institution Date

NOTE: This introduction card is ideally printed on card stock with your school logo in the background.

PLACEMENT WORKSHEET

Name of Business: ______________________________

Address: ______________________________

Phone: ______________________________

Manager: ______________________________

Personnel Manager: ______________________________

Interviewer: ______________________________

Type of Position Available: ______________________________

Type of Employee Needed: ______________________________

Hours Needed: ______________ Wage: ______________

Days Needed: ______________

Interview Appointments:

Student:		Date:		Time:	
	______________		________		________
	______________		________		________
	______________		________		________
	______________		________		________
	______________		________		________

Former Students Employed (by year):

19__: Name: ______________ 19__: Name: ______________

19__: Name: ______________ 19__: Name: ______________

19__: Name: ______________ 19__: Name: ______________

ABSENCE REQUEST MEMO FOR CVE STUDENTS

_________________ HIGH SCHOOL/POSTSECONDARY INSTITUTION

Date: _________________

MEMORANDUM

TO: _____________________
Training Station Sponsor

FROM: _____________________
Teacher-Coordinator

SUBJECT: Absence Request for Cooperative Education Student

_________________, a CVE Student, has spoken with me in regards to being excused from work at the training station on the following date(s):

____.

_________________, will be participating in:

____

____

Permission is hereby granted for the above student to make this request of you. It is for you, the employer, to determine if it is possible to excuse the student from work.

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FIELD EXPERIENCE ABSENCE REQUEST MEMO

____________________ HIGH SCHOOL/POSTSECONDARY INSTITUTION

Date: ____________________

MEMORANDUM

TO: ____________________, Faculty
____________________, High School/Postsecondary Institution

FROM: ____________________, Teacher-Coordinator
Cooperative Education

SUBJECT: Field Experience Absence Request

I am writing to obtain your approval for ____________________, a CVE Student, to participate in a field experience on the following date(s) ____________________ during the time from __________ to __________. The Cooperative Education class will be visiting ____________________ in order to develop a better understanding of Cooperative Education.

Only students in good academic standing and with acceptable attendance records should be permitted to attend. Students participating in the field experience agree to make up all classwork missed, on his/her own time, within two (2) days after returning to class.

If you grant permission to the above mentioned student to attend, please indicate your approval by signing in the appropriate space provided below. Thank you.

__________ 1st Hour __________ 4th Hour
__________ 2nd Hour __________ 5th Hour
__________ 3rd Hour __________ 6th Hour

Student's Signature: ____

pc: A copy of this form should be provided to your principal/vocational director or dean and department chairperson/supervisor as a sample.

SECTION VII

PUBLIC RELATIONS

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WHY PUBLIC RELATIONS?

The success of a cooperative education program depends to a considerable extent on how well its purposes and activities are communicated to the people who potentially could support it. The cooperative education coordinator, therefore, must develop skills in communicating and interpreting the program to the public. Public support for cooperative education can come from many different groups in the community. Each group has its own special interests, needs, and attitudes toward education. To take advantage of this potential support, cooperative education coordinators should use a variety of techniques to publicize their programs in a way that will capture the public's interest, create and sustain favorable attitudes, and motivate the public to act in support of cooperative education.

The cooperative education coordinator is responsible for informing the school and community about cooperative education. Public relations activities are varied, and the list that follows presents just a few suggestions. The key to the success of public relations efforts is continuity. The "band-aid" or "one-shot" approach will not work.

1. Inform civic and business groups about cooperative education.
2. Implement a program for training sponsor orientation and development.
3. Inform student groups about cooperative education.
4. Use promotional brochures to inform school and community about cooperative education.
5. Prepare in-school displays relating to cooperative education.
6. Prepare news releases on cooperative education activities.
7. Send letters of invitation to qualified recruitments.
8. Plan and conduct an annual employer-employee recognition activity.
9. Make annual reports on cooperative education student-learners.
10. Have the school newspaper feature cooperative education student-learners.

One of the primary methods is the promotional brochure. A brochure (flyer, leaflet, or pamphlet) is an unbound paper publication, usually printed on a single sheet which may be folded or unfolded. A brochure carries a single message with a limited scope and has a specific purpose. It takes a relatively small budget to produce and become a valuable recruitment aid for training sponsors and student-learners.

The remaining pages of this section present sample calendars and tools for use in the total public relations effort. The Public Information Handbook, published by and available from the Idaho State Advisory Council on Vocational Education is another excellent resource.

MISCELLANEOUS PUBLICS
IN COOPERATIVE EDUCATION

Publics such as COUNSELORS, ADMINISTRATORS, TEACHERS, GUEST SPEAKERS, CIVIC/SOCIAL/PROFESSIONAL, STUDENTS, ADVISORY COMMITTEE, NON-TEACHING PERSONNEL, BUSINESSES, TRAINING STATIONS, STATE STAFF, LEGISLATORS, and the GENERAL PUBLIC groups are ones that should not be overlooked in your PR efforts.

Ideas for prompting their support are listed below. Be creative, don't limit yourself to just these ideas. If you have the opportunity to give an oral presentation (formal) to one of these publics a set of transparency masters have been included with this section. (See Exhibit L)

ADMINISTRATORS

- Gain interest and support
- Request advice for improving and promoting the program
- Be a friend
- Introduce important visitors
- Invite to the employer-employee banquet
- Invite to special events
- Provide periodically with informative material
- Invite into the classroom
- Recognize for services rendered

COUNSELORS

- Provide with informative materials
- Host a counselor to lunch periodically
- Ask to participate in student organization activities
- Invite to Advisory Committee meetings
- Invite a counselor on a rotating basis to accompany you on coordination calls
- Keep them informed of cooperative student achievements
- Introduce to important visitors
- Invite into the classroom
- Invite to cooperative education special events
- Invite to employer-employee banquet
- Recognize for services rendered

TEACHERS

- Be an active faculty member
- Occasionally invite a faculty member to accompany you on coordination
- Employ team teaching
- Invite their classes to cooperative education classes to listen to speakers
- Involve in student organization activities
- Consider as recource persons
- Show interest in fellow faculty members' areas of specialization
- Introduce to important visitors
- Consider their suggestions in the selection of students
- Recognize for services rendered

GUEST SPEAKERS

- Provide them with the information they request
- Have a student host greet them and guide them to the cooperative education room
- Ask them if they would like anything to drink such as coffee and perhaps a snack
- Introduce them to various people other than the ones to whom they are speaking
- Have the students that he/she is speaking to utilize good manners as well as ask questions and demonstrate interest in the topic
- Upon their departure escort them to an appropriate exit
- Follow-up their presentation with appropriate thank you's

CIVIC/SOCIAL/PROFESSIONAL GROUP

- Speak to their groups
- Solicit their cooperation in acquiring teaching materials
- Invite into classroom
- Recognize for services rendered

STUDENTS

- Sponsor an ACTIVE student organization chapter
- Use past and present cooperative education students as promotional tools
- Cooperate with other student organizations in schoolwide projects
- Foster a cooperative relationship with local businessmen through newsletters, displays and projects
- Publicize the awards and achievements of cooperative education students
- Have a Cooperative Education Student of the Month
- Encourage students to participate on the staffs of the school paper and yearbook

ADVISORY COMMITTEE

- Consult their advice on curriculum offerings
- Invite to attend classes and student organization meetings
- Invite to employer-employee banquet and introduce
- Confer with on ways to acquire equipment, publications, additional training stations, etc.
- Ask for advice and employ their suggestions
- Recognize for services rendered

NON-TEACHING PERSONNEL

- Be courteous and friendly; win their approval of the program
- Introduce to important visitors
- Keep office informed of your itinerary
- Take a personal interest in them and their work
- Recognize for services rendered

BUSINESSES OTHER THAN TRAINING STATIONS

- Ask to participate on the Advisory Committee
- Invite to present a talk or give classroom instruction on a subject or a particular area
- Distribute descriptive brochures
- Solicit their help in obtaining teaching aids
- Ask to participate in service projects sponsored by student organizations
- Recognize for services rendered

STATE STAFF, LEGISLATORS, AND GENERAL PUBLIC

- Ask their assistance in maintaining the program
- Invite to special cooperative education/student organization activities
- Keep them informed of the program's activities and progress
- Recognize for services rendered

SUGGESTED PUBLIC RELATIONS CALENDAR FOR HIGH SCHOOL PROGRAMS
(May be Adapted for Postsecondary Use)

September
- Plan orientation programs for new students and teachers.
- Renew acquaintance with newspaper editor and reporters, radio and television program managers. Send releases on new equipment, expansion of programs, new projects.
- Send materials explaining program to parents of new students.
- Plan schedule for home visitations.
- Complete plans for student organization for the year and publicize through newspaper and school paper.

November
- Build public relations activities, American Education Week, and participate in all events planned by school.
- Plan and conduct a radio or television program explaining purposes, organization, and values of the program.
- Prepare displays for public places to illustrate instructional content of the program.
- Invite state and federal legislators to visit and observe the program.
- Plan bulletin board displays.

January
- Plan and conduct a study assembly program.
- Participate and cooperate in career conferences.
- Hold open house for parents and other citizens of the community.
- Send articles about work experience to trade papers and professional journals.
- Speak to local service clubs, veteran's organizations, and women's clubs about values of occupational education.
- Prepare newspaper articles on progress of work experience students.
- Prepare for Vocational Education Week. (Second week in February)

March-April
- Provide information about courses and on-the-job training stations to students who may desire to enter the program. Make arrangements for tours of the department.
- Plan a parent's night program for students to demonstrate their work, including a banquet.
- Send newsletter to graduates and former students. Cooperate in planning exchange visits for teachers and industry, business and labor groups.
- Invite the administration to attend a meeting.
- Work with school reporter on writing series of features about successful graduates of classes for local newspaper.
- Collect occupational information and give to school guidance counselor.
- Call on photography class to take photos of students in action.

May

- Make plans for participating and exhibiting at state and county fairs.
- Contact local business, industry, employment agencies, and others to help place graduates in suitable jobs.
- Prepare annual reports.
- Arrange for appropriate graduation ceremonies and publicity for graduates.
- Hold banquet for parents or employer; show slides of year's activities.
- Prepare exhibits of student's work for display in windows.
- Evaluate results of year's public relations projects.

June-August

- Attend summer school or workshop on public relations.
- Attend state conferences.
- Participate in county and state fairs.
- Visit parents of students and prospective students.
- Make plans for next year's public relations.

PUBLIC RELATIONS WITH CVE EMPLOYERS

Employer public relations encompasses a large variety of activities from which to chose. The following are some suggested employer public relations activities:

- Thank you letter acknowledging their support for hiring your student (sent within a week after employment is secured if possible).
- Christmas card or letter to wish them a joyous holiday season and a prosperous new year.
- Conducting a beginning of the year orientation breakfast luncheon, or tea.
- Issuing invitations to attend various activities throughout the year such as the State Student Leadership Conference.
- Invite them to speak to your classes on a topic of their area of expertise.
- Notify them of seminars that might be advantageous to them or their employees.
- Calendar of upcoming events (Program, Vocational Student Organization, School).

MEDIA FOR PUBLIC RELATIONS

1. Face-To-Face Contact
   Personal contact with all segments of the business community can be one of the most effective ways of promoting Cooperative Vocational Education.

2. Newspapers
   Publicize events, projects, and progress that would be of interest to the community and helpful to the program.

3. Presentations
   It may be beneficial to present talks before local groups about Cooperative Vocational Education. Well-prepared students can be used to help with explanations.

4. Radio and TV
   A news release should be written according to the same criteria as a newspaper release, using the same suggestions.

5. Exhibits
   An exhibit is an inexpensive but an effective way to tell a story. A look around the school will show possibilities in the corridor, auditorium, gymnasium, and school store. Store windows, city hall, library, and lobbies may also be available. Don't overlook the county fair. Effective displays should:
   a. Be simple, direct and uncluttered.
   b. Avoid showing too much.
   c. Do not use too many statistics.
   d. Change the display every other week before it grows stale.
   e. Promote the businesses in the community that support your program.

6. Bulletin Boards
   The bulletin board is usually always available. Some pointers to keep in mind are:
   a. Keep it simple. Let the dominant idea stand out clearly through use of large type, color, etc.
   b. Use color whenever possible.
   c. Avoid amateurish lettering and artwork.
   d. Try to have a picture or drawing to attract attention.

7. Class Newsletter
   Students can produce a small publication on a regular basis which explains their class and club activities and features their on-the-job experiences. These can be distributed to parents, employers, and other teachers and administrators.

8. Manager-For-A-Day/Special Events
   Organize a community field trip giving your students the opportunity to spend a day working with a business person who is employed in the career area chosen by your students. Prepare the business people with what to expect of your students, and prepare your students to make a good impression on the community.

9. Newspaper Tabloid
   Work with the students' employers and other business persons in the community to financially support a special tabloid section in your local newspaper. The ads would feature the business and the student employed there, and the articles would summarize the activities of the program.

10. Slide - Tape Presentation
    Throughout the year, collect slides of your students on the job and in other activities. Have the students write a script accompanying the slides and tape it for use at civic association meetings, banquets, teacher meetings, etc. This is a very good method to use in recruiting future cooperative education students.

COOPERATIVE EDUCATION ACTIVITY NEWS RELEASE GUIDE

1. Get the who, what, when, where and why of the cooperative education activity in the first sentence or two. These first sentences are called the "lead." A good lead captures attention. After the lead has been developed, begin the details of the story. Each succeeding paragraph should be of less importance.
2. Use short words.
3. Use short paragraphs.
4. Two sentences make a good paragraph.
5. Use a standard letterhead-type format for the news release.
6. Use school address and telephone number.
7. Use exact dates in a news release: October 10, rather than next Friday.
8. Eliminate adjectives in the news releases.
9. Type news releases.
10. Type news releases on 8 1/2 by 11" paper.
11. Don't send carbon copies to the newspaper editor.
12. Don't use onion skin or tissue-weight paper for news releases.
13. Be sure to keep a copy of the news releases.
14. Leave 1 1/2" margins.
15. Type double spaced or triple spaced on one side of the paper only.
16. Indent each paragraph at least five typewritten spaces.
17. If the story must run more than one page, write MORE at the bottom of each page except the last.
18. Always end each page with a complete sentence or paragraph.
19. End news releases with the symbol ######################.
20. Deliver or mail every release so it arrives in advance of the deadline.

NEWS RELEASE FOR NATIONAL VOCATIONAL EDUCATION WEEK
EXAMPLE

For Further Information:

______________ CONTACT PERSON

______________ PHONE NUMBER

FOR IMMEDIATE RELEASE

Mayor ____________ will present certificates of appreciation for service to vocational education to ____________, ____________ of ____________, and ____________, ____________ of the ____________ during an open house at ____________ High School, ____________, February ________.

The open house, to be held from ____________, will launch seven days of local activities in conjunction with National Vocational Education Week. All classrooms and laboratory facilities will be open in the Vocational Education departments with teachers and students on hand to demonstrate equipment and to talk about the school's programs.

More than ________ area citizens are currently enrolled in secondary and postsecondary programs at the school. Programs offered include: (List all).

Other activities planned during the week include:

A display depicting the history of vocational education in ________ will be on display in the lobby of the ____________ Library.

____________, February ____ ________ local businesses who employ ____________ students as part of cooperative training programs will be honored at an Appreciation Banquet to be held in the ____________ High School cafeteria.

(MORE)

_________. February ____ ______________, principal of ______________ High School, will speak to the ______________ on the topic, "Vocational Education: A Community Investment."

# # # #

SUGGESTED OUTLINE OF DISCUSSION FOR TEACHER COORDINATORS
COORDINATOR'S EXPLANATION OF THE PROGRAM

1. What is ______________ Education?
   - On-the-job training
   - Classroom instruction
   - Youth leadership groups

2. How does the ______________ program work?
   - Class(es)
   - Academic classes
   - 1/2 day on-the-job training
   - How grades are determined (Class, On-The-Job Training, Student Organization)

3. Why do students take ______________?
   - Career development
   - Grades and income while earning
   - Finances
   - Learn while they earn (experience)

4. How do students become a part of ______________?
   - Occupational objective or career interest within area of ____________
   - Good attendance and school record
   - Demonstrated sense of honesty and reliability
   - Ability to benefit from training
   - Students are recruited and selected for ______________ senior level program

5. What types of jobs do ______________ students have?
   - Occupational areas
   - Types of typical training stations
   - Where current students work

6. What are the ______________ students' responsibilities?
   - Rules and regulations, i.e., attendance, tardies, classwork, conferences, keeping records, etc.

7. Who is the ______________ Teacher-Coordinator?
   - What qualification background is possessed by the ______________ Coordinator

8. What is the total job of the ______________ Teacher-Coordinator?
   - Teaching
   - Coordination
   - Guidance
   - Public Relations
   - Operation, Administration

9. How is the training station selected?
   - Ability to provide training consistent with student trainee's occupational objective
   - Ability to provide a variety of supervised learning experiences
   - Willingness to cooperate with student trainee and coordinator to develop and follow a training plan, outlining the learning experiences necessary to accomplish the stated occupational objective
   - Willingness to participate in periodic evaluation of student-trainee progresss, and
   - Willingness to accept responsibility for training

10. What is involved in on-the-job training?

11. What does the employer teach the student?

12. How is the student evaluated on the job?
    - How credit is awarded
    - Review evaluation form used by employers

13. How does classroom instruction correlate with the on-the-job training experience?
    - Competency based curriculum

14. How does _______________ correlate with the on-the-job training and classroom experience?
    - Competency based events
    - Leadership development, social intelligence, civic consciousness

15. Labor Laws
    - Review

16. Industry Support
    - _______________ Advisory Council

17. How parents can become involved or provide support to the ______________ program.

COOPERATIVE EDUCATION SPECIAL EVENT INFORMATION AND CHECKLIST

A "special event" can be used as a very effective public relations tool for reaching a variety of publics. One of the most valuable "special events" is an annual employer appreciation function. Whatever form an event may take, whether it be a dinner, a luncheon, or a breakfast, certain fundamental rules should be followed, if the event is to achieve the purposes for which it was planned.

Be sure that the purposes for the event are fully identified and that those who are responsible for the planning and coordination of the event are knowledgeable about the purposes. It takes a lot of hard work and teamwork to make a special event a success. If it is worth doing at all, it is worth doing well. A poorly planned and awkward function will not be an asset to a cooperative program and those involved and would be better off not given.

The checklist provided identifies a variety of tasks and arrangements which may need to be made prior to a special event. Review the list carefully and identify those which are important to the "special event" being planned.

CHECKLIST FOR A "SPECIAL EVENT"

_____ Purposes of the event are identified.
_____ Persons involved in planning the event are familiar with the purposes.
_____ Committees needed have been identified and informed (program, invitations, decorations, transportation, entertainment, music, display, planning, reception, finances, speakers, awards/recognition, cleanup).
_____ Location has been identified, reserved, and confirmed.
_____ Date has been identified, checked against conflicts and confirmed.
_____ Invitations have been sent to all individuals identified--list checked and double checked.
_____ Theme for the event identified and carried out in all planning and execution.
_____ Speakers contacted and confirmed. Backup available "just-in-case."
_____ Program prepared, checked, and printed.
_____ Tickets printed, delivered, sold, tallied.
_____ Public address system obtained and checked.
_____ Audiovisual materials and equipment obtained and checked.
_____ Master of ceremonies identified and ready for the event.
_____ Seating arrangement or room layout prepared.
_____ Decorations identified and approved, if necessary.
_____ Involved individuals familiarized with responsibilities.
_____ Favors, gifts, awards, etc. prepared.
_____ Transportation, if necessary, arranged for guests, etc.
_____ Head table members identified.

_____ Entire function time schedule identified, reviewed, and practiced.
_____ Rehearsal!
_____ Introductions planned for--necessary information obtained, pronunciation of names verified.
_____ Entertainment approved. Arrangements for any necessary equipment made.
_____ Financial arrangements made, approved and understood.
_____ Thank you notes/letters sent.
_____ Equipment and materials returned.
_____ Evaluation of the event completed.
_____ Room, area cleanup, removal of decorations, etc.

SCRIPT FOR COOPERATIVE VOCATIONAL EDUCATION BANQUET
SAMPLE

On behalf of our school, or institution, I am very happy to welcome you to our banquet. Several of you have been with us ever since we began holding these banquets, and I think you can see, as I can, the growth in our program as evidenced by the increase in numbers.

We are particularly pleased today to have some very special guests with us. On my right is __________ __________ and on my left is __________ __________ from the Idaho State Department of Education. I want all of you to know how very helpful these people have been in assisting us with the cooperative program at our school or institution.

__________ __________ and __________ __________, it always meant a good deal to all of us to have you here with us. I know I speak for all the cooperative coordinators in expressing our appreciation to you two for the constant encouragement you give us in keeping this program running smoothly.

I would also like to recognize our advisory committees. You people spend many long hours working to promote our programs, and several of you have worked actively to help us with the cooperative part of our programs. We appreciate your efforts very much.

Today, I would like to thank __________ __________ and her committee for all the effort expended in getting this banquet organized, with special thanks to __________ __________ for bringing it all together.

Most of all, to all of you employers, thank you very much for working with our students. The program simply would not be possible without your cooperation. The educational experience we offer means so much more to our students when they can compare what they are being taught with what the real working world is like.

We talk about cooperative education as a means of "bridging the gap" between education and reality until the expression has become a little trite, but that is exactly what happens. One of the real benefits we get, as teachers, is the opportunity to see first hand whether we are teaching what needs to be taught and whether we are using the right equipment.

Not long ago, a personnel director called me and was asking about a prospective secretary that we had sent him. He was concerned because he had given this girl several letters, and she had typed them very well, and turned them back to him; but, when he gave his secretary a timed writing, she did not perform well. I asked him whether he ever gave his secretary a sheet of perfect copy, had her sit at the typewriter, told her when to begin and timed her for exactly five minutes. He said that he didn't. We have found as a result of working with you folks that we were spending altogether too much time training our secretaries to type from perfect copies rapidly, when in fact, unless it was with an initial employment test, they would never again have such an experience. When we have students in your businesses, we are able to see whether we are training them realistically; this insight is tremendously helpful to us.

When I think of our students being introduced to realism, I think of one who had been hired on this program with Craghead Plumbing. Jack Craghead was trying to convince the student that plumbing in the old days was a lot tougher than it is now. He said something to the effect that "You boys think you have it tough now--when I first started in the business they let us lay two lengths of pipe, and then they turned on the water. WE HAD TO KEEP AHEAD OF IT."

I just hope we keep ahead of it with our cooperative vocational education program.

Thank you all so much for coming and do enjoy the banquet.

LETTER TO ACCOMPANY BROCHURE
SAMPLE

Date

Mr. Earnest Employer
1800 Opportunity Avenue
Joy, ID 83333

Dear Mr. Employer:

School District #_____ is please to introduce ______________________________, our _______________ program Coordinator. The purpose of the _______________ program at Joy High School is to prepare students for careers in ___________ ________. Employers, who become training sponsors, are asked to cooperate by providing part-time employment for these students.

Enclosed is a brochure that explains the purpose and advantages of this program. Our Coordinator will also be contacting you soon to explain how the Targeted Jobs Tax Credit legislation can save employee salary expenses through the employment of high school students enrolled in a cooperative education program.

In the meantime, if you have immediate opportunities for part-time employees and wish to participate in our Cooperative Education Program, please contact ____________________ phone _______________.

Sincerely,

Gale Grateful
Coordinator of Vocational Education

GG:sk

Enclosure

EXHIBIT H

BEST COPY AVAILABLE

CO-OP IS......A STUDENT
Enrolled in a vocational program
+
....A JOB Related to the vocational program
....Minimum of 15 hours per week
=
....COOPERATIVE TRAINING
A vocational program
Supervised training on-the-job
Coordination between the job and the vocational program

Co-op provides students with a career interest and the opportunity to become part-time employees. The following vocational programs are available to students in cooperative education:

- Agriculture
- Business & Office Education
- Health Occupations
- Home Economics Wage Earning
- Marketing & Distributive Education
- Trade & Industry
- Multi-Occupations

THE EMPLOYER

AGREES TO EMPLOY A STUDENT FOR ONE SCHOOL YEAR

Cooperates with the coordinator in:

...Wages and hours the student will work
...A written training plan
...A written training agreement
...Periodic evaluation of student progress

It is the policy of the school district that no person on the basis of race, color, religion, national origin or ancestry, age, sex, marital status or handicap should be discriminated against, excluded from participation in, denied the benefits of or otherwise be subjected to discrimination in any program or activity.

THE COOPERATIVE EDUCATION STUDENT

Enrolls in the cooperative education program at the high school level

Identifies a career interest

Attends school part-time and receives supervised on-the-job experience under actual working conditions

Maintains an excellent attendance record in school and on-the-job

Accepts constructive criticism as an aid to learning

Works in harmony with other employees

Communicates with the employer and coordinator for a good working relationship

FOR MORE INFORMATION ABOUT CO-OP EDUCATION, CONTACT:

ADVANTAGES TO THE STUDENT-LEARNER

...Develops abilities to work as a team member

...Supplies the incentive to learn and apply what is learned

...Develops self-dependence, self-esteem, confidence

...Acquires appreciation for the roles of the worker and employer

...Prepares for full-time employment

...Acquires experience to make a career choice

...Permits earning while learning

...Provides credits for graduation

ADVANTAGES TO THE EMPLOYER

...Provides skilled learners with positive work attitudes

...Encourages positive public relations with the educational community

...Provides a constant source of part-time trained employees

...Provides a source of experienced full-time help following high school graduation

...Provides a low cost training program

...Provides employees who quickly learn established employer practices

ADVANTAGES TO THE SCHOOL AND COORDINATOR

...Provides related learning experiences for the classroom/laboratory

...Provides opportunities to work with the employer in determining a training plan

...Provides opportunities to be knowledgeable about technological developments

...Provides up-to-date facilities and equipment

...Provides opportunities to improve full-time placement

...Provides opportunities to acquire financial contributions

...Provides utilization of the school building and community resources

BEGINNING OF THE YEAR REPORT
SAMPLE
(May be Adapted for Postsecondary Use)

Date

TO: (Principal/Vocational Director or Dean)

FROM: (Teacher-Coordinator)

Welcome to ______________! I'd like to acquaint you with what we are doing in the ______________ program. I thought that rather than take your busy time with a personal visit, I'd jot down a few thoughts that you could read at your leisure.

The ______________ program includes ______________ on the junior level and ______________ for the seniors. Both of these classes are designed for the high school student who has exploration or career goals in the field of ______________ after high school or is planning on majoring in ______________ at the post high school level.

______________ is an elective course offering instruction in all facets of ______________ with a special emphasis on career exploration and job entry skills. We recruit for the ______________ class with the ______________ classes and through an information letter to all sophomores. Approximately _____ students are enrolled in the class this year.

The ______________ students are selected from ______________. They are selected on the basis of career interest, attendance patterns, grades and teacher recommendations. We have a very fine, if exhuberant, group of students this year. The senior level concentrates on job adjustment and human relations and second semester prepares for supervisory skills.

Securing good training stations for the _________ class is nearly complete. Many of the training sites are businesses previously used by ______________. Therefore, I know the students will have a good learning experience. However, as each of the students' interests are different and placement occurs with this in mind, we will be working with several new businesses this year. The students are employed with the following firms:

(List Students and the Employing Firms)

The ______________ Program is a three-fold program encompassing classroom instruction, on-the-job training, and student organizations. The student organizations is a cocurricular component that enchances the program curriculum. Through student organizations, the students have the opportunity to experience leadership and social skills that are difficult to duplicate through any other method. The chapters are local, state, and national in membership. The students have an opportunity to participate at all three levels. Last year, three of our ______________ students led the state in their competency-based events and went on to compete nationally in _

______________. _____ other students from _______________ met competency level in their curriculum area. I believe this speaks well for the quality of our program and the importance of student organizations as a vehicle to provide students earned recognition. At the local level, the clubs are very active. (List planned activities.)

If you have never had the opportunity of meeting some of our students on the job or in their places of employment, please feel free to accompany me on a coordination call or two this year.

pc: Department Chairman
Superintendent
State Supervisor
Vocational Education Area Coordinator

END OF YEAR REPORT
SAMPLE
(May be Adapted for Postsecondary Use)

Date

TO: (Superintendent)
(Principal)
(Department Chairman)
(Director of Vocational Education)
(State Supervisor)

FROM: (Teacher-Coordinator)

The ______________ High School ______________ Program experienced a very productive and successful year. Students enrolled in the ______________ Program were provided with a number of unique learning and leadership opportunites this year, and I would like to summarize the various activities incorporated in our program.

Number of Students Starting the Program.................................
Number of Students Completing the Program...............................
Sexual Identification: Male...
Female...

The ______________ Program continues to grow; this year over _____ students filled out interest cards to gain admittance.

Placement of students went smoothly and all students were place in related training positions. Students averaged 24 hours per week work experience and earned approximately $80 per week. Training programs were on file in the Vocational Office as well as in the class files. Employer evaluations were conducted during each of the nine-week grading periods and they were reviewed with each employer and student. Several student work observations were conducted during the year. An overwhelming number of employers indicated that they were satisfied with the performance of the students and were looking forward to hiring additional students from next year's program. The employers were also very pleased with the quality and the morning hour of the Employer-Employee Banquet (breakfast). They were also very appreciative of the personalized plaques presented to them by each member. I anticipate few problems in placing next year's members.

Each student enrolled ______________ received instruction relating to job procurement and job interview techniques. Students were required to write resumes, complete applications, and participate in role playing job interview situations, which were evaluated by fellow students and the advisor. Class activities were supplemented by three field trips, four guest speakers, and four banquets. The instruction was geared to increase student confidence, poise, and speaking ability. I feel that the instruction was successful in attaining these desired goals.

In _________ _____ students attended the Student Organizations Leadership Conferences and were involved in workshops to develop their leadership skills. Out of _____ students attending, _____ won recognition as follows:

(List student names and trophies or awards won.)

I was able to attend _____ hours of professional conferences during the year, including a curriculum workshop at ______________. I escorted students to three leadership conferences and participated in professional growth workshops for coordinators at these conferences. I worked as the liaison between ______________ High School and ______________ in organizing a work schedule for their inventory projects. Five hours of credit have been completed this year, as well as four graduate credits in _________. I will be completing an additional six graduate credits this summer.

I would like to thank the faculty for their support during the new member interviewing process for the use of their class times and for their honest evaluations of prospective members. I would like to thank the Administration, Vocational Education Office, and State staff for their support. I feel that the ______________ Program is moving in a positive direction and I anticipate a rewarding program resulting in student and teacher growth next year.

~~DO NOT FILM THIS PAGE~~

LETTER OF APPRECIATION TO EMPLOYER
SAMPLE

Date

Mr. Very Nice Employer
CVE Station Place
1875 Work Site Avenue
Pleasant Trails, ID 83200

Dear Mr. Very Nice Employer:

Thank you for the contribution you have made to the ____________________ Cooperative Education Program. The service you are rendering to both the students and the community, through your utilization of our young people, reflects the highest credit upon you and your firm. Your cooperation in training and supervising these students will enable them to develop into the confident, resourceful employees required in business.

Your efforts on behalf of the ____________________ Cooperative Education Program enhanced its effectiveness immeasurably. I sincerely hope that the students and their participation in your business interests reciprocate, in kind, for your continued cooperation and service.

If I may provide you with information about the students themselves, or about their individual skills, attitudes, and backgrounds, please call me. Our concern is to make the working relationship between worker and supervisor as harmonious as possible.

Enclosed you will find a certificate which expresses our appreciation for your participation.

Thank you again for the pleasure of your association and good will. If you would like pre-screened potential student-employees referred to you, please call ____________, Ext. _____.

Sincerely,

Grateful Advisor
Cooperative Program

GA:sk

Enclosure

Certificate of Appreciation

Presented to

____

recognized by the

COOPERATIVE
Agribusiness
Business Education
Health Occupations
Home Economics
Marketing Education
Multi-Occupations
Special Needs
Trade and Technical
EDUCATION
Vocational Education
Business and Industry

____

This _____ *day of* __________ *19* _____

____
Teacher-Coordinator

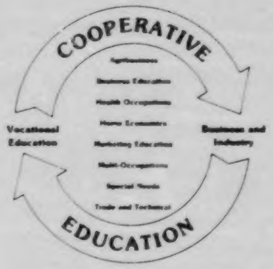
____
Administrator

Competency Certificate

This is to certify that

____

has achieved the performance levels identified
for the


COOPERATIVE
Agribusiness
Business Education
Health Occupations
Home Economics
Marketing Education
Multi-Occupations
Special Needs
Trade and Technical
Vocational Education
Business and Industry
EDUCATION

____

This ______ Day of ____________ 19 _____

____
Teacher-Coordinator

____
Administrator

MAJOR COMPETENCY AREAS

DIRECTIONS: Evaluate the Student-Trainee using the rating scale provided below. Check the appropriate number to indicate the degree of competency attained by the student-trainee. The descriptions associated with each of the rating numbers focus on the level of student performance for each of the tasks listed below. The numberical ratings of 4, 3, 2, and 1 are not intended to represent the traditional school grading system--A, B, C, ~~D.~~

* RATING SCALE:
4 - Skilled--can work independently with no supervision.
3 - Moderately Skilled--can perform job completely with limited supervision.
2 - Limited Skill--requires instruction and close supervision.
1 - No Exposure--no experience or knowledge in this area.

4	3	2	1	
				A: Orientation to Cooperative Programs
				B: Leadership Development and Civic Responsibility
				C: Vocational Student Organizations and Parliamentary Procedure
				D: Pre-Employment Preparation
				E. Interpersonal On-the-Job Relations
				F: Maintaining Employment
				G: Human Relations and Self-Improvement
				H: Relationships with Other People
				I: Coping with Problems
				J: Career Decision Making
				K: Career Planning and Management
				L: Oral Communications
				M: Written Communications
				N: Using Written Resources
				O: Solving Vocational Mathematical Problems
				P: Health and Safety
				Q: Personal Economics
				R: Personal Banking Procedures
				S: Obtaining and Using Credit and Loans
				T: Insurance and the Worker
				U: Basic Law for Business and Consumers
				V: Economics of Free Enterprise
				W: ______________________________
				X: ______________________________
				Y: ______________________________
				Z: ______________________________

*Student ratings on specific competencies evaluated during the course are available upon student's written request and/or by calling the instructor. Parent or guardian's signature is necessary if student is under 18 years of age.

____

IS AN
EMPLOYER
OF

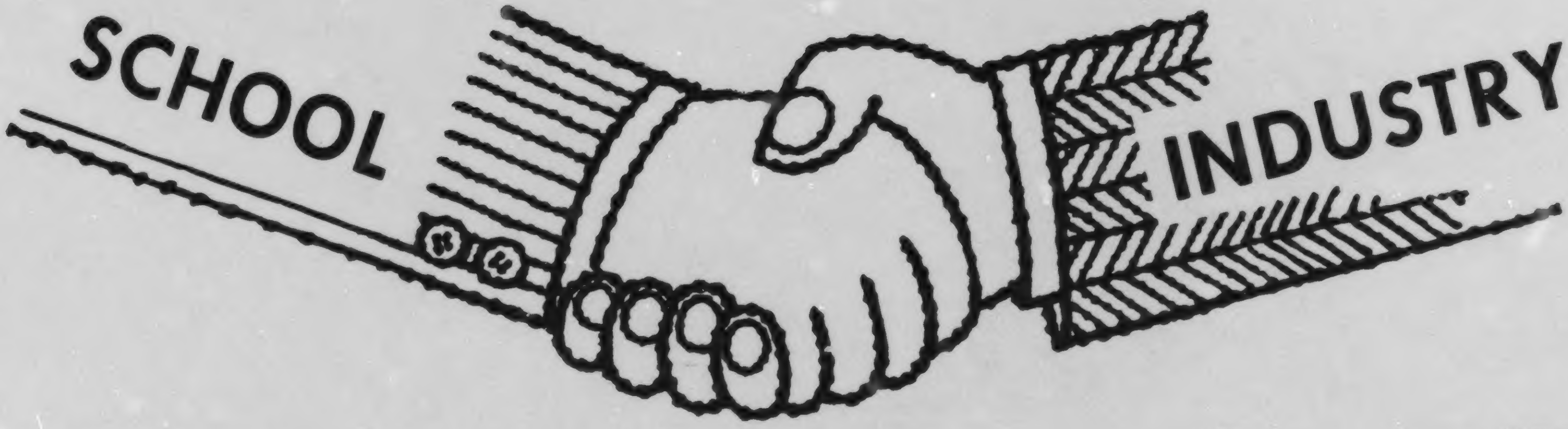
____

A
COOPERATIVE
VOCATIONAL EDUCATION
STUDENT FROM

____

COOPERATIVE VOCATIONAL EDUCATION

EXHIBIT L


SCHOOL
INDUSTRY

CVE VII L

COOPERATIVE VOCATIONAL EDUCATION IS:

A method of instruction that blends on-the-job work experience with related vocational classroom experience

PROVIDES:

VOCATIONAL EDUCATION OPPORTUNITIES

in

- Business & Office
- Marketing & Distribution
- Health
- Home Economics
- Trades & Industry
- Agriculture

COOPERATIVE AGRICULTURE PREPARES STUDENTS FOR:

Farm Business Management Agricultural Supplies & Services

Agricultural Mechanics
Agricultural Power & Machinery
Agricultural Structures & Conveniences

Agricultural Feeds, Seeds, & Chemicals

MEMO

COOPERATIVE

BUSINESS AND OFFICE EDUCATION

PREPARES STUDENTS FOR:

Accounting and Related Occupations

Business Data Processing

General Office, Clerical, and Related Occupations

Information Communication

Banking and Related Financial Occupations

Personnel, Training

Secretarial and Related Occupations

Supervisory, Management

COOPERATIVE DISTRIBUTIVE EDUCATION

PREPARES STUDENTS FOR:

DISTRIBUTIVE
- Advertising Services
- Apparel and Accessories
- Automotive
- Finance and Credit
- Floristry
- Food Distribution
- Food Services
- General Merchandise
- Hardware, Building Materials, Farm & Garden Supplies & Equip.
- Home Furnishings
- Hotel and Lodging
- Industrial Marketing
- Insurance
- International Trade
- Personal Services
- Petroleum
- Real Estate
- Recreation and Tourism
- Transportation
- Business Management

COOPERATIVE VOCATIONAL HEALTH OCCUPATIONS EDUCATION PREPARES STUDENTS FOR:

AMBULANCE ATTENDANT

MEDICAL LIBRARIAN

MEDICAL LIBRARY TECHNICIAN AND CLERK

MEDICAL RECORD TECHNICIAN

MEDICAL ASSISTANT

NURSING AIDE, ORDERLY, ATTENDANT

PHYSICIAN'S ASSISTANT

PHARMACY ASSISTANT AND AIDE

PRACTICAL NURSE

RADIOLOGIC (X-RAY) TECHNOLOGIST; TECHNICIAN, ASSISTANT

REGISTERED NURSE

(INHALATION) RESPIRATORY THERAPY TECHNICIAN

VETERINARIAN

COOPERATIVE VOCATIONAL

HOME ECONOMICS RELATED OCCUPATIONS

PREPARES STUDENTS FOR:

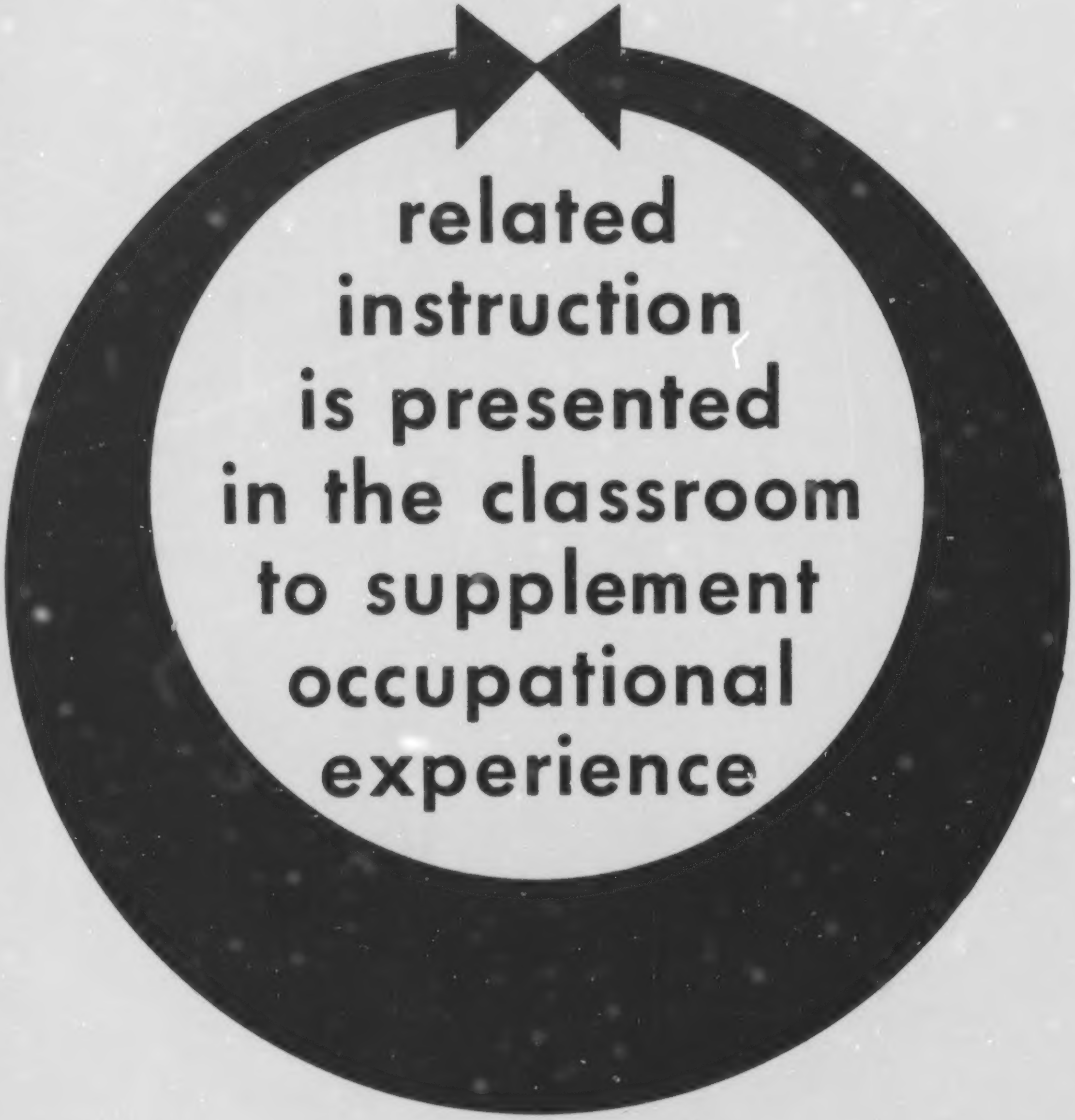
1. CARE AND GUIDANCE OF CHILDREN, THE ELDERLY AND SUPPORTING SERVICES
2. CLOTHING MANAGEMENT, PRODUCTION SERVICES
3. FOOD MANAGEMENT, PRODUCTION SERVICES
4. HOME FURNISHINGS, EQUIPMENT AND SERVICES
5. INSTITUTIONAL AND HOME MANAGEMENT AND SUPPORTING SERVICES

COOPERATIVE VOCATIONAL

TRADE & INDUSTRIAL EDUCATION

PREPARES STUDENTS FOR:

AIR CONDITIONING & HEATING
APPLIANCE REPAIRS
AUTOMOTIVE SERVICES
APPROPRIATE HEALTH OCCUPATIONS
COMMERCIAL ART & PHOTOGRAPHY
CONSTRUCTION TRADES
DRAFTING
ELECTRICAL & ELECTRONICS
PRINTING
METAL WORKING TRADES
QUANTITY FOOD OCCUPATIONS
PERSONAL SERVICES
MILL & CABINETMAKING
UPHOLSTERING
OTHER OCCUPATIONAL AREAS



related instruction is presented in the classroom to supplement occupational experience

GENERAL UNITS OF RELATED INSTRUCTION

1. Orientation to the Part-time Program
2. How to get a Job
3. Employer-Employee Relationships
4. Progress on the Job
5. Taxes and the Worker
6. Legal Problems
7. Using Negotiable Instruments
8. Social Security & the Young Worker
9. Insurance and the Young Worker

HOW DOES CO-OP HELP YOU THE EMPLOYER?

1. PROVIDES YOU A CONSCIENTIOUS, CAREER-MINDED, PART-TIME EMPLOYEE
2. SAVES YOU TRAINING TIME AND MONEY
3. FULFILLS AN IMPORTANT CIVIC RESPONSIBILITY BY SUPPORTING AND IMPROVING YOUR SCHOOL PROGRAM AND COMMUNITY
4. CUTS DOWN EMPLOYEE TURNOVER
5. PROVIDES EXCELLENT SOURCE OF FUTURE FULL-TIME EMPLOYEES ALREADY FAMILIAR WITH YOUR BUSINESS
6. ALLOWS PARTICIPATION IN THE "TARGETED JOBS TAX CREDIT PROGRAM"

COORDINATOR'S RESPONSIBILITIES TO

YOU:

1. PROVIDE PART-TIME STUDENTS WHO WILL GROW IN ABILITY TO PRODUCE FOR THE BENEFIT OF YOUR BUSINESS

2. PROVIDE EDUCATION DIRECTLY RELATED TO JOB RESPONSIBILITY

3. WORK CLOSELY WITH THE EMPLOYER TO DEVELOP A PROGRAM OF STUDENT PROGRESS AND EVALUATION TO DETERMINE ADDITIONAL INSTRUCTIONAL NEEDS

ADVANTAGES TO EMPLOYER

1. HELPS TO DECREASE LABOR TURNOVER-STUDENTS STAY ON JOB
2. ASSISTANCE FROM SCHOOL FOR BEGINNING EMPLOYEE
3. RELATED INSTRUCTION FOR THE JOB FROM THE SCHOOL
4. BETTER SELECTION OF EMPLOYEE

ADVANTAGES TO STUDENTS

1. REAL JOB TRAINING UNDER REAL CONDITIONS
2. HELPS SECURE BETTER EMPLOYMENT
3. PREPARES FOR JOB THAT MEETS HIS/HER AMBITIONS, ABILITIES & INTERESTS
4. EARNS WHILE HE/SHE LEARNS

HOW DO YOU PARTICIPATE IN THE PROGRAM?

1. Select student from among those referred by the school
2. Confer with coordinator and suggest needed training and instructional materials
3. Rate job performance of students periodically to help determine students' instructional needs
4. Plan a work schedule that will really train the student effectively
5. Pay student the normal beginner's wage for his/her work

HELP!

- PROVIDE ON THE JOB INSTRUCTION
- ENCOURAGE PROMISING YOUNG PEOPLE IN CAREER DEVELOPMENT
- ADVISE HOW INSTRUCTION CAN BEST SERVE THE NEEDS OF YOUR BUSINESS
- EXPAND CAREER EDUCATION OPPORTUNITIES

CAN WE COUNT ON YOU?

SECTION VIII

PROFESSIONAL DEVELOPMENT

CONTENTS

Professional Development: The Teacher-Coordinator..............VIII 1-2
Vocational Educators Professional Organizations.................VIII 3-4
Associations and Organizations
 Foundations
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Professional Organizations Journals and Publications............VIII 5-6
Vocational Education Student Organizations......................VIII 7
Professional Association Meetings in Idaho & Nationally.........VIII 8

PROFESSIONAL DEVELOPMENT: THE TEACHER-COORDINATOR

For those who choose to be teacher-coordinators in cooperative education programs, the present and the future demand a committment to professionalism. This means the coordinator must keep abreast of technological changes in business and industry. Keeping current on technological changes in business and industry can be achieved by joining and attending business and civic group meetings. Business-industry organizations and civic groups in many communities offer opportunities for coordinator attendance at lectures and other educational activities. Topics relative to cooperative education or to an occupational area are often presented at these meetings.

The coordinator should attend national, state, and district professional development activities, meetings, seminars and workshops. Because both teaching methodology and business/industry technology are constantly changing, keeping up-to-date with the five major duties of the coordinator (instruction, coordination, public relations, guidance, and administration) is not an easy task. The conscientious coordinator who strives for professionalism must keep abreast of new happenings on a continuous basis to provide relevant learning experience to the student-learner.

Attending workshops, meetings, seminars, and participating in university/college sponsored courses allows the coordinator an opportunity to learn and discuss new ideas with other professionals and leaders in the field of vocational education. Many professional organizations sponsor district, state, and national conferences and produce journals dealing with topics indirectly related to cooperative education. Please refer to the following, Professional Organization Journals and Publications, for a partial listing of professional organizations and journals dealing with cooperative education.

Important Points to Consider:

1. Plan for time to participate as an active member in local business and civic organizations.
2. Confer with school administrators about the need for local business and civic involvement to promote cooperative education program opportunities.
3. Join the Idaho and American Vocational Associations and actively participate to further professional development. (See Professional Association Meetings in Idaho & Nationally)
4. Join and actively participate in professional associations of specialized interest. (See Vocational Educators Professional Organizations)
5. Develop and implement a plan of continued educational and professional advancement.
6. Develop and implement a plan for continued updating and training in the industry or business area of specialized interest and pre-service education.

7. Meet with employers, advisory committee members, and community business/industry leaders for current/future instructional needs.
8. Make time to meet with other coordinators for sharing concerns and ideas and to establish benefits of working together, especially if coordinators utilize mutual training stations.
9. Emphasize to employers the student organization activities, the calendar of events in which students will participate and the leadership skills students will develop. (See Vocational Student Organizations in Section IV and Professional Association Meetings in Idaho & Nationally in this section.)
10. Plan to attend the Idaho Vocational Education Summer Conference each year.

VOCATIONAL EDUCATORS PROFESSIONAL ORGANIZATIONS

AGRICULTURE
Future Farmers of America
Idaho Vocational Agricultural Teachers Association
National Vocational Agricultural Teachers Association

BUSINESS/OFFICE
Classroom Educators in Business and Office Education
Idaho Business Educators Association
National Business Education Association
Office Education Association
Western Business Education Association

COOPERATIVE EDUCATION
Cooperative Education Association
Cooperative Work Experience Education Association
Western Association of Cooperative Work Experience Educators

GUIDANCE
American Association for Counseling and Development
American School Counselor Association
Association for Counselor Educators and Supervisors
Guidance Division, AVA
Idaho Association for Counseling and Development
Idaho School Counselors Association

HEALTH OCCUPATIONS
Association of Health Occupations Teachers
Health Occupations Education Division, AVA
Idaho Dental Assistants Association
Idaho Health Occupations Education Association
Idaho Hospital Association
Idaho Nurses Association
Idaho State Board of Dentistry
Idaho State Board of Medicine
Idaho State Board of Nursing
Idaho State Dental Association
Idaho Vocational Industrial Clubs of America

HOME ECONOMICS
American Home Economics Association
Future Homemakers of America/Home Economics Related Occupations
Home Economics Division, AVA
Home Economics Education Association
Idaho Home Economics Association
Idaho Association of Vocational Home Economics Teachers

INDUSTRIAL ARTS
American Industrial Arts Association
American Industrial Arts Students Association
Idaho Industrial Arts Association
Industrial Arts Division, AVA

MARKETING
Distributive Education Clubs of America
Idaho Marketing Educators Association
Marketing and Distributive Education Association
Marketing Education Division, AVA

SPECIAL NEEDS
National Association of Vocational Education Special Needs Personnel
Special Needs Division, AVA

TRADE & TECHNICAL
American Technical Education Association
National Association of Instructional Leaders in Technical Education
National Association of Trade and Industrial Education
National Association of Trade and Industrial Instructors
Technical Division, AVA
Trade & Industrial Division, AVA
Vocational Industrial Clubs of America

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EXHIBIT M

ASSOCIATIONS & ORGANIZATIONS

Selected associations and organizations are listed alphabetically within each category

AGRICULTURE

202 638-4661	Agricultural Cooperative Development Intl 1012 14th St NW	Washington	DC 20005
202 547-1727	Agricultural Trade Council 750 13th St SE	Washington	DC 20003
202 466-3100	Agricultural Council of America 1625 Eye St NW	Washington	DC 20006
816 233-3101	American Angus Assn 3201 Frederick Blvd	St Joseph	MO 64501
312 696-1880	American Dairy Assn 6300 N River Rd	Rosemont	IL 60018
312 399-5700	American Farm Bureau Federation 225 W Touhy Ave	Park Ridge	IL 60068
703 524-0810	American Feed Mfrs Assn 1701 N Ft Myer Dr	Arlington	VA 22209
301 897-8616	American Fisheries Society 5410 Grosvenor Lane	Bethesda	MD 20814
202 467-5810	American Forestry Assn 1319 18th St NW	Washington	DC 20036
202 296-4031	American Horse Council 1700 K St NW	Washington	DC 20006
806 376-4811	American Quarter Horse Assn 2736 W Tenth St	Amarillo	TX 79168
303 388-4858	American Society of Farm Managers & Rural Appraisers 360 S Monroe St	Denver	CO 80122
314 432-1900	American Soybean Assn 777 Craig Rd	Creve Coeur	MO 63141
313 549-2303	American Wine Society 4218 Rosewold	Royal Oak	MI 48703
301 344-2271	Animal Improvement Programs Lab Beltsville Agricultural Research Center	East Beltsville	MD 20705
606 252-3561	Burley Tobacco Growers Cooperative Assn 620 S Broadway	Lexington	KY 40508
212 421-8885	Council for Tobacco Research 110 E 59th St	New York	NY 10022
312 440-8040	Farm & Land Institute 430 N Michigan Ave	Chicago	IL 60611
303 371-1760	Farmers Educational & Cooperative Union of America 12025 E 45th Ave	Denver	CO 80251
202 861-4900	Fertilizer Institute 1015 18th St NW	Washington	DC 20036
703 360-3600	Future Farmers of America 5632 Mt Vernon Hwy	Alexandria	VA 22309
703 442-8850	Intl Apple Institute Box 1137	McLean	VA 22101
202 232-1652	Intl Assn of Fish & Wildlife Agencies 1412 16th St NW	Washington	DC 20036
309 691-5360	Interstate Producers Livestock Assn 1706 W Luthy Dr	Peoria	IL 61615
816 531-2235	Livestock Marketing Assn 4800 Oak St	Kansas City	MO 64112
202 296-1585	Natl Agricultural Chemicals Assn 1155 15th St NW	Washington	DC 20005
205 837-2533	Natl Assn of Farmer Elected Committeemen 280 Murphy Hill Rd	Toney	AL 35773
202 547-7800	Natl Assn of Wheat Growers 415 Second St NE	Washington	DC 20002
303 861-1904	Natl Cattlemens Assn 1001 Lincoln St	Denver	CO 80203
202 628-8650	Natl Council of Agricultural Employers 1425 H St NW	Washington	DC 20005
202 659-1525	Natl Council of Farmer Cooperatives 1800 Massachusetts Ave NW	Washington	DC 20036
312 696-1020	Natl Dairy Council 6300 N River Rd	Rosemont	IL 60018
301 656-9000	Natl 4-H Council 7100 Connecticut Ave	Washington	DC 20015
202 628-3507	Natl Grange 1616 H St NW	Washington	DC 20006
515 223-2600	Natl Pork Producers Council Box 10383	Des Moines	IA 50306
703 522-1363	Poultry & Egg Institute of America 1815 N Lynn St	Arlington	VA 22209

BUSINESS, TRADE, INDUSTRY & TECHNOLOGY

202 347-2315	Aerospace Industries Assn of America 1725 DeSales St NW	Washington	DC 20036
703 52[illegible]-8800	Air Conditioning & Refrigeration Institute 1815 N Ft Myer Dr	Arlington	VA 22209
202 2[illegible]-1030	Air Freight Assn of America 1730 Rhode Island Ave NW	Washington	DC 20036
202 626-4000	Air Transport Assn of America 1709 New York Ave NW	Washington	DC 20006
301 654-0500	Aircraft Owners & Pilots Assn 7315 Wisconsin Ave	Bethesda	MD 20014
202 296-3270	Airport Operators Council Intl 1700 K St NW	Washington	DC 20006
202 862-5100	Aluminum Assn 818 Connecticut Ave NW	Washington	DC 20006
703 524-1864	American Apparel Mfrs Assn 1611 N Kent St	Arlington	VA 22209
202 467-4400	American Assn for the Advancement of Science 1515 Massachusetts Ave NW	Washington	DC 20005
703 527-8655	American Assn of Equipment Lessors 1300 17th St N	Arlington	VA 22209
202 331-1263	American Assn of Port Authorities 1612 K St NW	Washington	DC 20006
703 222-6000	American Automobile Assn 8111 Gatehouse Rd	Falls Church	VA 22047
212 867-9060	American Booksellers Assn 122 E 42nd St	New York	NY 10017
202 293-5890	American Bus Assn 1025 Connecticut Ave NW	Washington	DC 20036
816 361-6621	American Business Women's Assn 9100 Ward Pkwy	Kansas City	MO 64114
212 244-7300	American Cloak & Suit Mfrs Assn 450 Seventh Ave	New York	NY 10001
703 524-0810	American Feed Mfrs Assn 1701 N Ft Myer Dr	Arlington	VA 22209
703 821-0770	American Frozen Food Institute 1700 Old Meadow Rd	McLean	VA 22102
703 841-8400	American Gas Assn 1515 Wilson Blvd	Arlington	VA 22209
212 265-4506	American Hotel & Motel Assn 888 Seventh Ave	New York	NY 10019
212 944-2230	American Importers & Exporters Assn 11 W 42nd St	New York	NY 10036
202 452-7100	American Iron & Steel Institute 1000 16th St NW	Washington	DC 20036
202 861-2800	American Mining Congress 1920 N St NW	Washington	DC 20036
212 340-0600	American Paper Institute 260 Madison Ave	New York	NY 10016
202 457-7000	American Petroleum Institute 2101 L St NW	Washington	DC 20037
202 828-2800	American Public Transit Assn 1225 Connecticut Ave NW	Washington	DC 20036
309 764-2475	American Rental Assn 1900 19th St	Moline	IL 61265
202 797-7971	American Retail Federation 1616 H St NW	Washington	DC 20006
202 797-1250	American Short Line Railroad Assn 2000 Massachusetts Ave NW	Washington	DC 20036
202 659-3644	American Society for Information Science 1010 16th St NW	Washington	DC 20036
202 862-0500	American Textile Mfrs Institute 1101 Connecticut Ave NW	Washington	DC 20036
202 797-5000	American Trucking Assns 1616 P St NW	Washington	DC 20036
312 726-2410	Amusement & Music Operators Assn 35 E Wacker Dr	Chicago	IL 60601
212 398-0770	Apparel Mfrs Assn 1440 Broadway	New York	NY 10018
703 979-1150	Asbestos Information Assn 1745 Jefferson Davis Hwy	Arlington	VA 22202
301 277-4528	Asphalt Institute Asphalt Institute Bldg	College Park	MD 20740
202 393-2040	Associated General Contractors of America 1957 E St NW	Washington	DC 20006
704 366-5177	Associated Master Barbers & Beauticians of America Box 220782	Charlotte	NC 28222
301 657-3110	Associated Specialty Contractors 7315 Wisconsin Ave	Bethesda	MD 20814
212 869-7440	Assn for Computing Machinery Inc 11 W 42nd St	New York	NY 10036
202 293-4000	Assn of American Railroads 1920 L St NW	Washington	DC 20036
703 522-5055	Assn of Data Processing Service Organizations 1300 N 17th St	Arlington	VA 22209
202 785-2080	Assn of General Merchandise Chains 1625 Eye St NW	Washington	DC 20006

ASSOCIATIONS

312 751-0440	Binding Industries of America 200 E Ontario St	Chicago	IL 60611
203 324-9670	Boat Mfrs Institute 111 Prospect	Stamford	CT 06901
616 243-1681	Business & Institutional Furniture Mfrs Assn 2335 Burton SE	Grand Rapids	MI 49506
212 490-0460	Business Council for Intl Understanding 420 Lexington Ave	New York	NY 10017
212 661-0222	Business/Professional Advertising Assn 205 E 42nd St	New York	NY 10017
415 381-1304	California Redwood Assn 591 Redwood Hwy #3100	Mill Valley	CA 94941
202 232-4677	Can Mfrs Institute 1625 Massachusetts Ave NW	Washington	DC 20036
404 278-3176	Carpet & Rug Institute Box 2048	Dalton	GA 30720
202 887-1100	Chemical Mfrs Assn 2501 M St NW	Washington	DC 20037
202 872-8110	Chemical Specialties Mfrs Assn 1001 Connecticut Ave NW	Washington	DC 20036
202 857-1170	Commuter Airline Assn of America 1101 Connecticut Ave NW	Washington	DC 20036
202 466-2288	Computer & Business Equipment Mfrs Assn 311 First St NW	Washington	DC 20001
703 524-1360	Computer & Communications Industry Assn 1500 Wilson Blvd	Arlington	VA 22209
202 833-2160	Construction Specifications Institute 601 Madison St	Alexandria	VA 22314
212 697-3120	Containerization & Inter-Modal Institute 299 Madison Ave	New York	NY 10017
212 953-7300	Copper Development Assn 405 Lexington Ave	New York	NY 10017
202 331-1770	Cosmetic Toiletry & Fragrance Assn 1110 Vermont Ave NW	Washington	DC 20005
703 276-0100	Council of Better Business Bureaus 1515 Wilson Blvd	Arlington	VA 22209
312 825-8124	Data Processing Management Assn 505 Busse Hwy	Park Ridge	IL 60068
202 628-3544	Distilled Spirits Council of the U S 425 13th St NW	Washington	DC 20004
703 556-3990	Door & Hardware Institute 7711 Old Springhouse Rd	McLean	VA 22102
212 229-8891	Drug Chemical & Allied Trades Assn 42-40 Bell Blvd	Bayside	NY 11361
202 457-4900	Electronic Industries Assn 2001 Eye St NW	Washington	DC 20006
615 327-4444	Engraved Stationery Mfrs Assn 1000 17th Ave S	Nashville	TN 37212
703 276-9300	Envelope Mfrs Assn 1300 N 17th St	Arlington	VA 22209
312 321-1470	Farm & Industrial Equipment Institute 410 N Michigan Ave	Chicago	IL 60611
212 594-0810	Federation of Apparel Mfrs 450 Seventh Ave	New York	NY 10123
202 861-4900	Fertilizer Institute 1015 18th St NW	Washington	DC 20036
202 842-3880	Flexible Packaging Assn 1090 Vermont Ave NW	Washington	DC 20005
305 746-6466	Fluid Controls Institute Box 3854	Tequesta	FL 33458
212 697-0663	Footwear Council 51 E 42nd St	New York	NY 10017
703 522-7272	Footwear Industries of America 1611 N Kent St	Arlington	VA 22209
202 628-4634	Foundry Equipment Mfrs Assn 1133 15th St NW	Washington	DC 20005
703 525-9565	Gas Appliance Mfrs Assn 1901 N Ft Myer Dr	Arlington	VA 22209
312 567-4600	Gas Research Institute 10 W 35th St	Chicago	IL 60616
202 296-8540	General Aviation Mfrs Assn 1025 Connecticut Ave NW	Washington	DC 20036
202 872-1280	Glass Packaging Institute 2000 L St NW	Washington	DC 20036
412 621-6941	Graphic Arts Technical Foundation 4615 Forbes Ave	Pittsburgh	PA 15213
312 491-1744	Gypsum Assn 1603 Orrington Ave	Evanston	IL 60201
813 586-1409	Independent Battery Mfrs Assn 100 Larchwood Dr	Largo	FL 33540
202 857-4722	Independent Petroleum Assn of America 1101 16th St NW	Washington	DC 20036
703 525-2513	Industrial Heating Equipment Assn 1901 N Moore St	Arlington	VA 22209
202 544-1969	Information Industry Assn 316 Pennsylvania Ave SE	Washington	DC 20003
202 296-6660	Intl Airforwarder & Agents Assn 8212A Old Court House Rd	Vienna	VA 22180
212 421-8181	Intl Council of Shopping Centers 665 Fifth Ave	New York	NY 10022
213 473-0838	Intl Entrepreneurs Assn 2311 Pontius Ave	Los Angeles	CA 90064
202 659-0790	Intl Franchise Assn 1025 Connecticut Ave NW	Washington	DC 20036
212 578-4750	Lead Industries Assn 2[illegible] Madison Ave	New York	NY 10017
212 695-2340	Luggage & Leather Goods Mfrs of America 350 Fifth Ave	New York	NY 10001
313 476-5558	Marble Institute of America 33505 State	Farmington	MI 48024
202 347-1932	Menswear Retailers of America 2011 Eye St NW	Washington	DC 20006
212 982-4415	Mica Industry Assn 233 Broadway	New York	NY 10007
212 686-2975	Millinery Institute of America 200 Madison Ave	New York	NY 10016
201 836-9500	Motor & Equipment Mfrs Assn 222 Cedar Lane	Teaneck	NJ 07666
313 872-4311	Motor Vehicle Mfrs Assn of the U S 300 New Center Bldg	Detroit	MI 48202
714 752-7833	Motorcycle Industry Council 2400 Michelson Dr	Irvine	CA 92715
202 296-1585	Natl Agricultural Chemicals Assn 1155 15th St NW	Washington	DC 20005
202 965-8880	Natl Air Transportation Assn 1010 Wisconsin Ave NW	Washington	DC 20007
202 457-0040	Natl Alliance of Business 1015 15th St NW	Washington	DC 20005
513 223-0419	Natl Assn of Chemical Distributors 300 Arcade Sq Box 1286	Dayton	OH 45402
305 465-9450	Natl Assn of Diemakers & Diecutters 3256 South US 1	Fort Pierce	FL 33450
301 984-8051	Natl Assn of Furniture Mfrs 5515 Security Lane	Rockville	MD 20852
202 543-3808	Natl Assn of Greeting Card Publishers 600 Pennsylvania Ave SE	Washington	DC 20003
202 452-0200	Natl Assn of Home Builders of the U S 15th & M Sts NW	Washington	DC 20005
202 628-3700	Natl Assn of Mfrs 1776 F St NW	Washington	DC 20006
312 527-3200	Natl Assn of Music Merchants 500 N Michigan Ave	Chicago	IL 60611
202 331-7675	Natl Assn of Plumbing-Heating-Cooling Contractors 1016 20th St NW	Washington	DC 20036
201 342-0700	Natl Assn of Printers & Lithographers 780 Palisade Ave	Teaneck	NJ 07666
914 698-1004	Natl Assn of Printing Ink Mfrs 550 Mamaroneck Ave	Harrison	NY 10528
212 867-7330	Natl Assn of Recycling Industries 330 Madison Ave	New York	NY 10017
703 860-3300	Natl Assn of Retail Grocers of the U S 1100 Sunrise Valley Dr	Reston	VA 22091
202 872-0885	Natl Assn of Wholesaler-Distributors 1725 K St NW	Washington	DC 20006
312 661-1700	Natl Assn of Women Business Owners 500 S Michigan Ave	Chicago	IL 60611
703 821-7000	Natl Automobile Dealers Assn 8400 Westpark Dr	McLean	VA 22102
212 332-2696	Natl Beauty Culturists League 25 Logan Circle NW	Washington	DC 20005
202 783-9000	Natl Business Aircraft Assn One Farragut Sq	Washington	DC 20006
202 463-2625	Natl Coal Assn 1130 17th St NW	Washington	DC 20036
212 344-5596	Natl Coffee Assn of U S A 120 Wall St	New York	NY 10005
901 274-9030	Natl Cotton Council of America 1918 North Pkwy	Memphis	TN 38112
212 349-1707	Natl Council of Salesmen's Organizations 225 Broadway	New York	NY 10007
314 991-3470	Natl Decorating Products Assn 9334 Dielman Industrial Dr	St Louis	MO 63132
202 457-8400	Natl Electrical Mfrs Assn 2101 L St NW	Washington	DC 20037
314 821-7220	Natl Farm & Power Equipment Dealers Assn 10877 Watson Rd	St Louis	MO 63127
415 341-7441	Natl Federation of Independent Business 150 W 20th Ave	San Mateo	CA 94403
414 259-0990	Natl Fluid Power Assn 3333 N Mayfair Rd	Milwaukee	WI 53222
202 331-5900	Natl Food Processors Assn 1133 20th St NW	Washington	DC 20036
212 581-6420	Natl Foreign Trade Council 10 Rockefeller Plaza	New York	NY 10020
202 797-5800	Natl Forest Products Assn 1619 Massachusetts Ave NW	Washington	DC 20036
314 534-7980	Natl Hairdressers & Cosmetologists Assn 3510 Olive St	St Louis	MO 63103
312 836-0777	Natl Home Furnishings Assn 405 Merchandise Mart Plaza	Chicago	IL 60654
215 564-3484	Natl Industrial Distributors Assn 1900 Arch St	Philadelphia	PA 19103
312 986-4800	Natl LP Gas Assn 1301 W 22nd St	Oak Brook	IL 60521
301 587-8202	Natl Micrographics Assn 8719 Colesville Rd	Silver Spring	MD 20910
312 593-3270	Natl Office Machine Dealers Assn 1510 Jarvis Ave	Elk Grove Village	IL 60007

ASSOCIATIONS

703 549-8040	Natl Office Products Assn 301 N Fairfax St	Alexandria	VA 22314
212 594-4647	Natl Outerwear & Sportswear Assn One Penn Plaza	New York	NY 10001
609 429-7377	Natl Paper Box & Packaging Assn 231 Kings Hwy E	Haddonfield	NJ 08033
212 682-0470	Natl Passenger Traffic Assn 122 E 42nd St	New York	NY 10017
202 638-6100	Natl Restaurant Assn 311 First St NW	Washington	DC 20001
317 248-1261	Natl Retail Hardware Assn 770 N High School Rd	Indianapolis	IN 46224
212 244-8780	Natl Retail Merchants Assn 100 W 31st St	New York	NY 10001
202 655-4000	Natl Science Foundation 1800 G St NW	Washington	DC 20550
703 281-4677	Natl Shorthand Reporters Assn 118 Park St SE	Vienna	VA 22180
202 296-7400	Natl Small Business Assn 1604 K St NW	Washington	DC 20006
202 463-6732	Natl Soft Drink Assn 1101 16th St NW	Washington	DC 20036
202 659-4613	Natl Solid Wastes Management Assn 1120 Connecticut Ave NW	Washington	DC 20036
202 783-1022	Natl Tire Dealers & Retreaders Assn 1343 L St NW	Washington	DC 20005
301 248-6200	Natl Tooling & Machining Assn 9300 Livingston Rd	Washington	DC 20022
202 296-4415	Natl Waterways Conference 1130 17th St NW	Washington	DC 20036
212 661-6300	New York Board of Trade 500 Fifth Ave	New York	NY 10036
617 344-1277	North Atlantic Ports Assn 36 Evergreen Rd	Reading	MA 01867
212 687-8874	Packaging Institute 20 E 46th St	New York	NY 10017
212 867-7330	Paper Stock Institute of America 330 Madison Ave	New York	NY 10017
202 463-2000	Pharmaceutical Mfrs Assn 1155 15th St NW	Washington	DC 20005
206 283-7440	Piano Technicians Guild 113 Dexter Ave N	Seattle	WA 98108
201 420-5552	Plastics Institute of America Stevens Institute of Technology	Hoboken	NJ 07030
312 372-7331	Plumbing-Heating-Cooling Information Bureau 303 E Wacker Dr	Chicago	IL 60601
312 858-7337	Plumbing Mfrs Institute 999 N Main St	Glen Ellyn	IL 60137
312 966-6200	Portland Cement Assn 5420 Old Orchard Rd	Skokie	IL 60077
312 346-4071	Prestressed Concrete Institute 201 N Wells St	Chicago	IL 60606
703 841-8100	Printing Industries of America 1730 N Lynn St	Arlington	VA 22209
212 765-4330	Recording Industry Assn of America 888 Seventh Ave	New York	NY 10106
202 938-6650	Rubber Mfrs Assn 1901 Pennsylvania Ave NW	Washington	DC 20006
703 549-4648	Salt Institute 206 N Washington St	Alexandria	VA 22314
703 385-1335	Screen Printing Assn Intl 10015 Main St	Fairfax	VA 22031
202 331-1485	Silver Institute 1001 Connecticut Ave NW	Washington	DC 20036
312 362-3201	Small Motor Mfrs Assn 700 Peterson Rd	Libertyville	IL 60048
212 725-1262	Soap & Detergent Assn 475 Park Ave S	New York	NY 10016
212 573-9400	Society of the Plastics Industry 355 Lexington Ave	New York	NY 10017
305 842-4100	Sporting Goods Mfrs Assn 200 Castlewood Dr	North Palm Beach	FL 33408
914 725-1492	Synthetic Organic Chemical Mfrs Assn 1075 Central Park Ave	Scarsdale	NY 10583
212 986-9415	Tea Assn of the U S A 230 Park Ave	New York	NY 10017
404 394-6130	Technical Assn of Pulp & Paper Industry One Dunwoody Park	Atlanta	GA 30338
609 924-3150	Textile Research Institute Box 625	Princeton	NJ 08541
202 457-4800	Tobacco Institute 1875 Eye St NW	Washington	DC 20006
212 675-1141	Toy Mfrs of America 200 Fifth Ave	New York	NY 10010
202 296-2470	Transportation Assn of America 1100 17th St NW	Washington	DC 20036
202 965-3400	Typographers Intl Assn 2262 Hall Place NW	Washington	DC 20007
202 466-2400	U S Brewers Assn 1750 K St NW	Washington	DC 20006
202 872-1200	U S Independent Telephone Assn 1801 K St NW	Washington	DC 20036
615 244-1514	U S Industrial Council 308 Gay St	Nashville	TN 37201
312 272-8800	Underwriters Labs 333 Pfingsten Rd	Northbrook	IL 60062
213 993-4779	United Inventors & Scientists of America 9017 Reseda Blvd	Northridge	CA 91324
703 893-4400	Valve Mfrs Assn Drawer X	McLean	VA 22101
404 321-7994	Vermiculite Assn 52 Executive Park S	Atlanta	GA 30329
312 369-6400	Water Quality Assn 477 E Butterfield Rd	Lombard	IL 60148
212 697-0860	Water Transport Assn 60 E 42nd St	New York	NY 10017
202 293-9220	Wine & Spirits Wholesalers of America 2033 M St NW	Washington	DC 20036
617 266-6800	Wood Products Mfrs Assn 715 Boylston St	Boston	MA 02116
212 986-6222	Wool Bureau 360 Lexington Ave	New York	NY 10017
212 578-4750	Zinc Institute 292 Madison Ave	New York	NY 10017

EDUCATION

202 347-9574	Adult Education Assn of the U S A 810 18th St NW	Washington	DC 20006
615 242-5583	American Assn for State & Local History 1400 Eighth Ave S	Nashville	TN 37203
202 467-4400	American Assn for the Advancement of Science 1515 Massachusetts Ave NW	Washington	DC 20005
202 466-8050	American Assn of University Professors One Dupont Circle	Washington	DC 20036
202 785-7700	American Assn of University Women 2401 Virginia Ave NW	Washington	DC 20037
202 833-4700	American Council on Education One Dupont Circle	Washington	DC 20036
201 788-6995	American Economic Foundation 3 Church St	Flemington	NJ 08822
202 223-9485	American Educational Research Assn 1230 17th St NW	Washington	DC 20036
202 797-4400	American Federation of Teachers 11 Dupont Circle NW	Washington	DC 20036
212 661-4550	American Field Service Intl Exchange 313 E 43rd St	New York	NY 10017
202 544-2422	American Historical Assn 400 A St SE	Washington	DC 20003
415 626-5235	American Indian Historical Society 1451 Masonic Ave	San Francisco	CA 94117
203 869-9090	American Institute for Foreign Study 102 Greenwich Ave	Greenwich	CT 06830
312 944-6780	American Library Assn 50 E Huron St	Chicago	IL 60611
703 522-6121	American Vocational Assn 2020 N 14th St	Arlington	VA 22201
212 477-0950	Assn of Advanced Rabbinical & Talmudic Schools 175 Fifth Ave	New York	NY 10010
312 944-6780	Assn of College & Research Libraries 50 E Huron St	Chicago	IL 60611
202 659-2460	Assn of Independent Colleges & Schools One Dupont Circle	Washington	DC 20036
216 791-9191	Assn of Independent Conservatories of Music 11021 East Blvd	Cleveland	OH 44106
202 797-6000	Brookings Institution 1775 Massachusetts Ave NW	Washington	DC 20036
202 331-1978	Center for Multinational Studies 1625 Eye St NW	Washington	DC 20006
212 582-6210	College Entrance Examination Board 888 Seventh Ave	New York	NY 10106
303 492-5049	College Music Society University of Colorado	Boulder	CO 80309
609 921-9000	Educational Testing Service Rosedale Rd	Princeton	NJ 08541
802 257-7751	Experiment in Intl Living Kipling Rd	Brattleboro	VT 05301
212 355-6100	French Institute/Alliance Francaise 22 E 60th St	New York	NY 10022
703 860-3334	Future Business Leaders of America-Phi Beta Lambda Box 17417-Dulles	Washington	DC 20041
609 771-7670	Graduate Record Examinations Board Rosedale Rd	Princeton	NJ 08541
212 926-2602	Hispanic Society of America 613 W 155th St	New York	NY 10032
312 644-3100	Institute of Financial Education 111 E Wacker Dr	Chicago	IL 60601
212 883-8200	Institute of Intl Education 809 United Nations Plaza	New York	NY 10017
212 687-1905	Intl Assn of Students in Economics & Business Management 822 Third Ave	New York	NY 10017
203 359-2970	Junior Achievement 550 Summer St	Stamford	CT 06901

212 741-5588	Modern Language Assn of America 62 Fifth Ave	New York	NY 10011
703 860-4000	Music Educators Natl Conference 1902 Association Dr	Reston	VA 22091
215 569-3948	Music Library Assn 2017 Walnut St	Philadelphia	PA 19103
202 387-7623	Natl Assn of Independent Colleges & Universities 1717 Massachusetts Ave NW	Washington	DC 20036
703 437-0700	Natl Assn of Schools of Art & Design 11250 Roger Bacon Dr	Reston	VA 22090
703 437-0700	Natl Assn of Schools of Music 11250 Roger Bacon Dr	Reston	VA 22090
703 860-0213	Natl Business Education Assn 1914 Association Dr	Reston	VA 22091
202 833-4000	Natl Education Assn 1201 16th St NW	Washington	DC 20036
201 836-5584	Natl Guild of Community Schools of the Arts Box 583	Teaneck	NJ 07666
512 478-5775	Natl Guild of Piano Teachers 808 Rio Grande St	Austin	TX 78767
703 860-0200	Natl Honor Society 1904 Association Dr	Reston	VA 22091
202 887-6800	Natl Institute for Work & Learning 1302 18th St NW	Washington	DC 20036
312 866-5100	Natl Merit Scholarship Corp One American Plaza	Evanston	IL 60201
312 787-0977	Natl Parent-Teachers Assn 700 N Rush St	Chicago	IL 60611
212 499-3700	Natl Scholarship Service & Fund for Negro Students 562 Third St	Brooklyn	NY 11215
202 655-4000	Natl Science Foundation 1800 G St NW	Washington	DC 20550
703 487-4600	Natl Technical Info Service 5285 Port Royal Rd	Springfield	VA 22161
212 477-9250	Special Libraries Assn 235 Park Ave S	New York	NY 10003
703 750-0533	Speech Communication Assn 5105 Backlick Rd	Annandale	VA 22003
607 273-5011	Telluride Assn 217 West Ave	Ithaca	NY 14850
212 644-9600	United Negro College Fund 500 E 62nd St	New York	NY 10021
212 245-8200	United Parent-Teachers Assn of Jewish Schools 426 W 58th St	New York	NY 10019
415 653-0998	Universal Esperanto Assn Box 1129	El Cerrito	CA 94530

ENTERTAINMENT & THE ARTS

212 595-3050	A S C A P American Society of Composers Authors & Publishers One Lincoln Plaza	New York	NY 10023
213 278-8990	Academy of Motion Picture Arts & Sciences 8949 Wilshire Blvd	Beverly Hills	CA 90211
213 506-7880	Academy of Television Arts & Sciences 4605 Lankershim Blvd	North Hollywood	CA 91602
212 368-5900	American Academy & Institute of Arts & Letters 633 W 155th St	New York	NY 10032
617 492-8800	American Academy of Arts & Sciences 136 Irving St	Cambridge	MA 02138
617 755-5221	American Antiquarian Society 185 Salisbury St	Worcester	MA 01609
202 338-1111	American Bach Foundation 1211 Potomac St NW	Washington	DC 20007
212 362-8900	American Composers Alliance 170 W 74th St	New York	NY 10023
212 354-6655	American Council for the Arts 570 Seventh Ave	New York	NY 10018
212 397-0600	American Craft Council 22 W 55th St	New York	NY 10019
212 354-0567	American Dance Guild 570 Seventh Ave	New York	NY 10018
212 988-7700	American Federation of Arts 41 E 65th St	New York	NY 10021
202 364-1036	American Institute for Conservation of Historic & Artistic Works 3545 Williamsburg Lane NW	Washington	DC 20008
212 752-0813	American Institute of Graphic Arts 1059 Third Ave	New York	NY 10021
212 247-3121	American Music Center 250 W 54th St	New York	NY 10019
312 751-2500	American Society of Artists 1297 Merchandise Mart Plaza	Chicago	IL 60654
202 628-0099	American Symphony Orchestra League 633 E St NW	Washington	DC 20004
202 296-0009	American Women in Radio & Television 1321 Connecticut Ave NW	Washington	DC 20036
212 826-5722	Archives of American Art 41 E 65th St	New York	NY 10021
212 838-8140	Art Directors Club 488 Madison Ave	New York	NY 10022
202 244-0209	Artists Equity Assn 3726 Albemarle St NW	Washington	DC 20016
212 683-5555	Arts & Business Council 130 E 40th St	New York	NY 10016
212 354-6655	Associated Councils of the Arts 570 Seventh Ave	New York	NY 10018
212 391-9198	Authors League of America 234 W 44th St	New York	NY 10036
212 586-2000	B M I-Broadcast Music Inc 320 W 57th St	New York	NY 10019
212 477-3030	Ballet Theatre Foundation 890 Broadway	New York	NY 10003
212 921-0700	Business Committee for the Arts 1501 Broadway	New York	NY 10036
212 362-4373	Cartoonists Guild 130 W 72nd St	New York	NY 10023
212 677-7548	Center for Arts Information 625 Broadway	New York	NY 10012
212 799-3467	Central Opera Service Metropolitan Opera/Lincoln Center	New York	NY 10023
615 244-2840	Country Music Assn Box 22299	Nashville	TN 37202
212 928-1146	Intl Center of Medieval Art Ft Tryon Park	New York	NY 10040
202 726-5225	Intl Fund for Monuments 3624 Legation St NW	Washington	DC 20015
808 839-0238	Intl League of Women Composers Box 23152	Honolulu	HI 96822
513 566-1996	Intl Thespian Society 3368 Central Pkwy	Cincinnati	OH 45225
212 582-7500	Metropolitan Opera Guild 1865 Broadway	New York	NY 10023
212 840-6161	Motion Picture Assn of America 522 Fifth Ave	New York	NY 10036
213 843-8233	Natl Academy of Recording Arts & Sciences 4444 Riverside Dr	Burbank	CA 91505
212 586-8424	Natl Academy of Television Arts & Sciences 110 W 57th St	New York	NY 10019
202 293-3500	Natl Assn of Broadcasters 1771 N St NW	Washington	DC 20036
202 775-3550	Natl Cable Television Assn 1724 Massachusetts Ave NW	Washington	DC 20036
212 743-6510	Natl Cartoonists Society 9 Ebony Court	Brooklyn	NY 11229
212 582-0130	Natl Corp Fund for the Dance 130 W 56th St	New York	NY 10019
317 638-4003	Natl Federation of Music Clubs 1336 N Delaware St	Indianapolis	IN 46202
913 341-1919	Natl Film Society Box 7150	Overland Park	KS 66207
202 785-1997	Natl League of American Pen Women 1300 17th St NW	Washington	DC 20036
212 265-8132	Natl Music Council 250 W 54th St	New York	NY 10019
212 751-1930	Natl Music Publishers Assn 110 E 59th St	New York	NY 10022
202 673-4000	Natl Trust for Historic Preservation in the U S 1785 Massachusetts Ave NW	Washington	DC 20036
212 765-4330	Recording Industry Assn of America 888 Seventh Ave	New York	NY 10106
201 744-0184	Royal Academy of Dancing (U S Branch) 8 College Ave	Upper Montclair	NJ 07043
212 861-0529	Royal Oak Foundation 41 E 72nd St	New York	NY 10021
212 586-3450	S E S A C Inc 10 Columbus Circle	New York	NY 10019
212 679-1320	World Crafts Council 401 Park Ave S	New York	NY 10016

EXECUTIVE & MANAGEMENT

212 586-8100	American Management Assn 135 W 50th St	New York	NY 10020
216 826-4790	American Society for Personnel Administration 606 N Washington	Alexandria	VA 22314
202 484-2390	American Society for Training & Development 600 Maryland Ave SW	Washington	DC 20024
202 626-2723	American Society of Assn Executives 1575 Eye St NW	Washington	DC 20005
203 661-6606	Assn of Executive Recruiting Consultants 151 Railroad Ave	Greenwich	CT 06830
201 932-9866	Assn of Labor Relations Agencies Rutgers University	New Brunswick	NJ 08903
212 697-9693	Assn of Management Consulting Firms 230 Park Ave	New York	NY 10169

BEST COPY AVAILABLE

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202 293-1100	Business & Professional Womens Natl Federation 2012 Massachusetts Ave NW	Washington	DC 20036
212 759-0900	The Conference Board 845 Third Ave	New York	NY 10022
312 825-8124	Data Processing Management Assn 505 Busse Hwy	Park Ridge	IL 60068
202 857-0857	Employee Relocation Council 1627 K St NW	Washington	DC 20006
608 262-2762	Industrial Relations Research Assn 7226 Social Science Bldg, University of Wisconsin	Madison	WI 53706
212 921-2885	Institute of Management Consultants 19 W 44th St	New York	NY 10036
401 274-2525	Institute of Management Sciences 290 Westminster St	Providence	RI 02903
212 371-0740	Natl Assn for Female Executives 485 Fifth Ave	New York	NY 10022
202 293-1100	Natl Federation of Business & Professional Womens Clubs 2012 Massachusetts Ave NW	Washington	DC 20036
513 294-0421	Natl Management Assn 2210 Arbor Blvd	Dayton	OH 45439
202 653-6279	Score & Ace 1441 L St	Washington	DC 20416
312 644-6610	Society for Management Information Systems 111 E Wacker Dr	Chicago	IL 60601
201 569-6668	Society of Professional Management Consultants 163 Engle St	Englewood	NJ 07631

FINANCE

202 467-4000	American Bankers Assn 1120 Connecticut Ave NW	Washington	DC 20036
612 926-6547	American Collectors Assn Box 35106	Minneapolis	MN 55435
202 293-5811	American Council for Capital Formation 1919 Pennsylvania Ave NW	Washington	DC 20006
615 322-2595	American Economic Assn 1313 21st Ave S	Nashville	TN 37212
312 427-0206	American Federation of Small Business 407 S Dearborn St	Chicago	IL 60605
212 938-6000	American Stock Exchange 86 Trinity Place	New York	NY 10006
713 492-8155	Associated Credit Bureaus 16211 Park Ten Place	Houston	TX 77084
202 293-1154	Assn of Bank Holding Companies 730 15th St NW	Washington	DC 20005
312 693-7300	Bank Administration Institute 60 Gould Center	Rolling Meadows	IL 60008
312 782-1442	Bank Marketing Assn 309 W Washington St	Chicago	IL 60606
312 648-1000	Chicago Mercantile Exchange 444 W Jackson Blvd	Chicago	IL 60606
212 938-2000	Commodity Exchange 4 World Trade Center	New York	NY 10048
212 759-0900	The Conference Board 845 Third Ave	New York	NY 10022
703 276-1750	Consumer Bankers Assn 1300 N 17th St	Arlington	VA 22209
212 940-2984	Corporate Transfer Agents Assn 320 Park Ave	New York	NY 10022
608 231-4000	Credit Union Natl Assn 5710 Mineral Point Rd	Madison	WI 53705
212 957-2860	Financial Analysts Federation 1633 Broadway	New York	NY 10019
202 466-5460	Futures Industry Assn 1919 Pennsylvania Ave NW	Washington	DC 20006
202 332-8980	Independent Bankers Assn of America 1625 Massachusetts Ave NW	Washington	DC 20036
202 249-5005	Intl Bankers Assn Box 7780	Washington	DC 20044
314 991-3030	Intl Consumer Credit Assn 243 N Lindbergh Blvd	St Louis	MO 63141
414 224-1818	Intl Council for Small Business 929 N Sixth St	Milwaukee	WI 53203
202 293-7700	Investment Co Institute 1775 K St NW	Washington	DC 20006
202 861-6500	Mortgage Bankers Assn of America 1125 15th St NW	Washington	DC 20005
703 522-4770	Natl Assn of Fedl Credit Unions 1111 N 19th St	Arlington	VA 22209
312 644-6610	Natl Assn of Futures Trading Advisors 111 E Wacker Dr	Chicago	IL 60601
313 543-0612	Natl Assn of Investment Clubs 1515 E 11 Mile Rd	Royal Oak	MI 48067
212 973-5432	Natl Assn of Mutual Savings Banks 200 Park Ave	New York	NY 10017
201 967-8585	Natl Assn of Purchasing Management 496 Kinderkamack Rd Box 418	Oradell	NJ 07649
202 728-8000	Natl Assn of Securities Dealers 1735 K St NW	Washington	DC 20006
202 638-1340	Natl Consumer Finance Assn 1000 16th St NW	Washington	DC 20036
202 223-2040	Natl Foundation for Consumer Credit 1819 H St NW	Washington	DC 20006
[illegible] 0270	Natl Savings & Loan League 1101 15th St NW	Washington	DC 20005
212 524-0484	Natl Security Traders Assn One World Trade Center	New York	NY 10048
703 493-5756	Natl Venture Capital Assn 1730 N Lynn St	Arlington	VA 22209
212 461-8300	New York Board of Trade 500 Fifth Ave	New York	NY 10110
212 938-2222	New York Mercantile Exchange 4 World Trade Center	New York	NY 10048
212 623-3000	New York Stock Exchange 11 Wall St	New York	NY 10005
215 665-2850	Robert Morris Associates 1616 Philadelphia Natl Bank Bldg	Philadelphia	PA 19107
202 628-7181	Savings & Loan Foundation 1111 E St NW	Washington	DC 20004
212 825-2100	Securities Industry Assn 20 Broad St	New York	NY 10005
312 644-3100	U S League of Savings Assns 111 E Wacker Dr	Chicago	IL 60601
608 238-5851	World Council of Credit Unions 5810 Mineral Point Rd	Madison	WI 53701

HEALTH & MEDICINE

212 686-1100	Alcoholics Anonymous 468 Park Ave S	New York	NY 10016
312 869-4255	American Academy of Pediatrics 1801 Hinman Ave	Evanston	IL 60204
212 371-2900	American Cancer Society 777 Third Ave	New York	NY 10017
703 276-8800	American Chiropractic Assn 1916 Wilson Blvd	Arlington	VA 22201
301 652-8384	American College of Health Care Administrators 4650 East-West Hwy Box 5890	Bethesda	MD 20814
312 440-2500	American Dental Assn 211 E Chicago Ave	Chicago	IL 60611
212 683-7444	American Diabetes Assn 2 Park Ave	New York	NY 10016
212 620-2000	American Foundation for the Blind 15 W 16th St	New York	NY 10011
202 833-2050	American Health Care Assn 1200 15th St NW	Washington	DC 20005
214 750-5300	American Heart Assn 7320 Greenville Ave	Dallas	TX 75231
312 280-6000	American Hospital Assn 840 N Lake Shore Dr	Chicago	IL 60611
216 762-7294	American Industrial Hygiene Assn 475 Wolf Ledges Pkwy	Akron	OH 44311
212 245-8000	American Lung Assn 1740 Broadway	New York	NY 10019
312 751-6000	American Medical Assn 535 N Dearborn St	Chicago	IL 60610
816 474-5720	American Nurses Assn 2420 Pershing Rd	Kansas City	MO 64108
301 948-9626	American Occupational Therapy Assn 1383 Piccard Dr	Rockville	MD 20850
312 822-0970	American Orthopaedic Assn 444 N Michigan Ave	Chicago	IL 60611
312 644-2623	American Orthopaedic Society for Sports Medicine 70 W Hubbard	Chicago	IL 60610
312 280-5800	American Osteopathic Assn 212 E Ohio St	Chicago	IL 60611
202 628-4410	American Pharmaceutical Assn 2215 Constitution Ave NW	Washington	DC 20037
202 466-2070	American Physical Therapy Assn 1156 15th St NW	Washington	DC 20005
614 224-4881	American Physicians Assn 51 N High St	Columbus	OH 43215
202 537-4900	American Podiatry Assn 20 Chevy Chase Circle NW	Washington	DC 20015
202 682-6000	American Psychiatric Assn 1400 K St NW	Washington	DC 20005
212 752-0450	American Psychoanalytic Assn One E 57th St	New York	NY 10022
202 833-7600	American Psychological Assn 1200 17th St NW	Washington	DC 20036
202 789-5600	American Public Health Assn 1015 15th St NW	Washington	DC 20005
202 737-8300	American Red Cross 17th & D Sts NW	Washington	DC 20006
312 885-8070	American Veterinary Medical Assn 930 N Meacham Rd	Schaumburg	IL 60196
404 266-0795	Arthritis Foundation 3400 Peachtree Rd NE	Atlanta	GA 30326
312 440-6000	Blue Cross Assn 676 N Saint Clair St	Chicago	IL 60611
312 440-6000	Blue Shield Assn 676 N Saint Clair St	Chicago	IL 60611
212 679-5700	Cancer Care One Park Ave	New York	NY 10016
202 659-1126	Center for Auto Safety Dupont Circle Bldg	Washington	DC 20036
301 881-9130	Cystic Fibrosis Foundation 6000 Executive Blvd	Rockville	MD 20852
213 386-8789	Gamblers Anonymous 2703A W Eighth St	Los Angeles	CA 90005
212 573-8484	Leukemia Society of America 800 Second Ave	New York	NY 10017
703 528-6405	Mental Health Assn 1800 N Kent St	Rosslyn	VA 22209
801 328-1575	Mental Retardation Assn of America 211 E Third St	Salt Lake City	UT 84111
212 586-0808	Muscular Dystrophy Assn 810 Seventh Ave	New York	NY 10019
301 587-1788	Natl Assn of the Deaf 814 Thayer Ave	Silver Spring	MD 20910
212 986-1170	Natl Assn on Drug Abuse Problems 355 Lexington Ave	New York	NY 10017
212 679-5700	Natl Cancer Foundation One Park Ave	New York	NY 10016
312 243-8400	Natl Easter Seal Society for Crippled Children 2023 W Ogden Ave	Chicago	IL 60612
617 328-9290	Natl Fire Protection Assn Battery March Park	Quincy	MA 02269
212 869-8100	Natl Health Council 70 W 40th St	New York	NY 10018
212 582-1022	Natl League for Nursing 10 Columbus Circle	New York	NY 10019
212 986-3240	Natl Multiple Sclerosis Society 205 E 42nd St	New York	NY 10017
312 527-4800	Natl Safety Council 444 N Michigan Ave	Chicago	IL 60611
212 840-7606	Natl Self-Help Clearinghouse 33 W 42nd St	New York	NY 10036
301 459-3388	Natl Sudden Infant Death Syndrome Foundation 8240 Professional Place	Landover	MD 20785
614 224-4879	Ohio Academy of Chiropractic Physicians 51 N High St	Columbus	OH 43215
213 320-7941	Overeaters Anonymous 2190 190th St	Torrance	CA 90504
212 541-7800	Planned Parenthood Federation of America 810 Seventh Ave	New York	NY 10019
212 481-6300	United Cerebral Palsy Assn 66 E 34th St	New York	NY 10016
312 922-9734	United Parkinson Foundation 220 S State St	Chicago	IL 60604

MEDIA & MARKETING

212 758-0400	Advertising Council 825 Third Ave	New York	NY 10022
212 751-5656	Advertising Research Foundation 3 E 54th St	New York	NY 10022
303 750-1231	Affiliated Advertising Agencies Intl 13893 E Iliff Ave	Aurora	CO 80014
202 659-1800	American Advertising Federation 1225 Connecticut Ave NW	Washington	DC 20036
212 682-2500	American Assn of Advertising Agencies 666 Third Ave	New York	NY 10017
217 333-1007	American Business Communication Assn University of Illinois	Urbana	IL 61801
212 661-6360	American Business Press 205 E 42nd St	New York	NY 10017
312 648-0536	American Marketing Assn 250 S Wacker Dr	Chicago	IL 60606
703 620-9500	American Newspaper Publishers Assn 11600 Sunrise Valley Dr	Reston	VA 22091
212 889-9144	American Society of Magazine Photographers 205 Lexington Ave	New York	NY 10016
212 621-1500	Associated Press 50 Rockefeller Plaza	New York	NY 10020
212 689-8920	Assn of American Publishers One Park Ave	New York	NY 10016
212 889-6040	Assn of American University Presses One Park Ave	New York	NY 10016
212 697-5950	Assn of Natl Advertisers Inc 155 E 44th St	New York	NY 10017
312 885-0910	Audit Bureau of Circulations 900 N Meacham Rd	Schaumburg	IL 60195
212 661-0222	Business/Professional Advertising Assn 205 E 42nd St	New York	NY 10017
212 532-6880	Business Publications Audit of Circulation 360 Park Ave S	New York	NY 10010
212 280-3311	Columbia Scholastic Press Assn Columbia University	New York	NY 10027
----------	Council of Communication Societies Box 1074	Silver Spring	MD 20910
212 689-4977	Direct Mail/Marketing Assn 6 E 43rd St	New York	NY 10017
212 826-4724	Foreign Press Assn 18 E 50th St	New York	NY 10022
412 621-6941	Graphic Arts Technical Foundation 4615 Forbes Ave	Pittsburgh	PA 15213
212 986-5920	Institute of Outdoor Advertising 485 Lexington Ave	New York	NY 10017
212 684-1583	Intl Advertising Assn 475 Fifth Ave	New York	NY 10017
415 433-3400	Intl Assn of Business Communicators 870 Market St	San Francisco	CA 94102
214 341-2470	Intl Communication Assn 8550 Forest Lane	Dallas	TX 75243
501 372-5231	Intl Public Relations Assn Box 1001	Little Rock	AR 72203
212 724-4982	League of Advertising Agencies 205 W 89th St	New York	NY 10024
212 752-0055	Magazine Publishers Assn 575 Lexington Ave	New York	NY 10022
301 654-7030	Mail Advertising Service Assn Intl 7315 Wisconsin Ave	Bethesda	MD 20814
312 236-2178	Mail Order Assn of America 200 W Monroe St	Chicago	IL 60606
312 644-6610	Marketing Research Assn 111 E Wacker Dr	Chicago	IL 60601
617 491-2060	Marketing Science Institute 14 Story St	Cambridge	MA 02138
212 687-2288	Media Coalition 425 Park Ave	New York	NY 10022
703 273-7200	Natl Audio-Visual Assn 3150 Spring St	Fairfax	VA 22031
212 595-9411	Natl News Council One Lincoln Plaza	New York	NY 10023
202 638-4473	Natl Newspaper Publishers Assn 770 Natl Press Bldg	Washington	DC 20045
202 737-2500	Natl Press Club 529 14th St NW	Washington	DC 20045
612 373-3180	Natl Scholastic Press Assn 330 21st Ave S	Minneapolis	MN 55455
212 679-9650	Overseas Press Club of America 52 E 41st St	New York	NY 10017
201 585-8400	Point-of-Purchase Advertising Institute 2 Executive Park	Ft Lee	NJ 07024
302 738-7100	Produce Marketing Assn 700 Barksdale Plaza	Newark	DE 19711
212 687-3990	Promotion Marketing Assn of America 420 Lexington Ave	New York	NY 10017
212 826-1750	Public Relations Society of America 845 Third Ave	New York	NY 10022
212 599-6666	Radio Advertising Bureau 485 Lexington Ave	New York	NY 10017
312 280-9344	Retail Advertising Conference 67 E Oak St	Chicago	IL 60611
212 986-9300	Sales & Marketing Executives Intl 380 Lexington Ave	New York	NY 10017
212 661-9110	Scientists Institute for Public Information 355 Lexington Ave	New York	NY 10017
212 354-8585	Society of Publication Designers 25 W 43rd St	New York	NY 10036
213 649-2428	Technical Marketing Society of America Box 91113	Los Angeles	CA 90009
212 397-3454	Television Bureau of Advertising 1345 Ave of the Americas	New York	NY 10019
212 759-6800	Television Information Office 745 Fifth Ave	New York	NY 10022
212 850-8600	United Press Intl 220 E 42nd St	New York	NY 10017
202 298-5062	Washington Press Club 1330 New Hampshire Ave	Washington	DC 20036
202 737-2934	White House Correspondents Assn 1029 Natl Press Bldg	Washington	DC 20045

PROFESSIONAL

Accounting

813 921-7747	American Accounting Assn 5717 Bessie Dr	Sarasota	FL 33581
212 575-6200	American Institute of Certified Public Accountants 1211 Ave of the Americas	New York	NY 10036
312 341-9078	American Society of Women Accountants 35 E Wacker Dr	Chicago	IL 60601
312 661-1700	American Woman's Society of Certified Public Accountants 500 N Michigan Ave	Chicago	IL 60611
203 329-8401	Financial Accounting Foundation High Ridge Park	Stamford	CT 06905
305 830-7600	Institute of Internal Auditors 249 Maitland Ave	Altamonte Springs	FL 32701
212 754-9700	Natl Assn of Accountants 919 Third Ave	New York	NY 10022
202 387-7084	Natl Assn of Black Accountants 1642 R St NW	Washington	DC 20009
202 549-6400	Natl Society of Public Accountants 1010 N Fairfax St	Alexandria	VA 22314

BEST COPY

ASSOCIATIONS

Insurance

202 862-4000	American Council of Life Insurance 1850 K St NW	Washington	DC 20006
212 669-0400	American Insurance Assn 85 John St	New York	NY 10038
202 331-1336	Health Insurance Assn of America 1750 K St NW	Washington	DC 20006
414 784-9540	Natl Assn of Insurance Commissioners 1125 Grand Ave	Kansas City	MO 64106
202 331-6000	Natl Assn of Life Underwriters 1922 F St NW	Washington	DC 20006
703 836-9340	Natl Assn of Professional Insurance Agents 400 N Washington St	Alexandria	VA 22314
201 746-5338	Society of Insurance Accountants 14 Ardsley Rd	Glen Ridge	NJ 07028

Law

212 484-4000	American Arbitration Assn 140 W 51st St	New York	NY 10020
312 947-4000	American Bar Assn 1155 E 60th St	Chicago	IL 60637
312 667-4700	American Bar Foundation 1155 E 60th St	Chicago	IL 60637
212 757-0820	American Foreign Law Assn 30 Rockefeller Plaza	New York	NY 10112
312 558-6900	American Judicature Society 200 W Monroe St	Chicago	IL 60606
703 521-1680	American Patent Law Assn 2001 Jefferson Davis Hwy	Arlington	VA 22202
202 265-4313	American Society of Intl Law 2223 Massachusetts Ave NW	Washington	DC 20008
212 952-0700	Assn of Immigration & Nationality Lawyers 127 John St	New York	NY 10038
202 965-3500	Assn of Trial Lawyers of America 1050 31st St NW	Washington	DC 20007
414 272-5995	Defense Research Institute 733 N Van Buren St	Milwaukee	WI 53202
202 452-9600	Environmental Law Institute 1346 Connecticut Ave NW	Washington	DC 20036
202 624-8330	Institute for Intl & Foreign Trade Law Georgetown University Law Center	Washington	DC 20001
202 452-0620	Natl Legal Aid & Defender Assn 1625 K St NW	Washington	DC 20006
212 765-5700	Practising Law Institute 810 Seventh Ave	New York	NY 10019
212 986-5880	U S Trademark Assn 6 E 45th St	New York	NY 10017
212 889-1060	Vera Institute of Justice 220 W 42nd St	New York	NY 10036

Real Estate

513 825-1903	American Assn of Certified Appraisers 7 Essex St	Cincinnati	OH 45218
213 687-8777	American Industrial Real Estate Assn 350 S Figueroa	Los Angeles	CA 90071
312 329-8559	American Institute of Real Estate Appraisers 430 N Michigan Ave	Chicago	IL 60611
703 620-3838	American Society of Appraisers 11800 Sunrise Valley Dr	Reston	VA 22091
312 440-8090	American Society of Real Estate Counselors 430 N Michigan Ave	Chicago	IL 60611
202 429-9440	Commercial Development Assn 1133 15th St NW	Washington	DC 20005
312 440-8040	Farm & Land Institute 430 N Michigan Ave	Chicago	IL 60611
312 661-1930	Institute of Real Estate Management 430 N Michigan Ave	Chicago	IL 60611
305 683-8111	Natl Assn of Corporate Real Estate Executives 471 Spencer Dr S	West Palm Beach	FL 33409
202 887-0706	Natl Assn of Housing Cooperatives 2501 M St NW	Washington	DC 20037
703 525-5838	Natl Assn of Industrial & Office Parks 1700 N Moore St	Arlington	VA 22209
212 673-2300	Natl Assn of Real Estate Appraisers 853 Broadway	New York	NY 10003
202 785-8717	Natl Assn of Real Estate Investment Trusts 1101 17th St NW	Washington	DC 20036
312 440-8000	Real Estate Securities & Syndication Institute 430 N Michigan Ave	Chicago	IL 60611
312 440-8514	Realtors Natl Marketing Institute 430 N Michigan Ave	Chicago	IL 60611
303 572-5078	Relocation Assistance Assn of America 950 17th St	Denver	CO 80202
202 383-1150	Society of Industrial Realtors 777 14th St NW	Washington	DC 20005
312 346-7422	Society of Real Estate Appraisers 645 N Michigan	Chicago	IL 60611

Other Professional Services

202 872-4600	American Chemical Society 1155 16th St NW	Washington	DC 20036
202 626-7300	American Institute of Architects 1735 New York Ave NW	Washington	DC 20006
212 661-9404	American Institute of Physics 335 E 45th St	New York	NY 10017
212 944-9220	American Society of Interior Designers 1430 Broadway	New York	NY 10018
212 486-0700	American Society of Travel Agents 711 Fifth Ave	New York	NY 10022
212 867-9775	Appraisers Assn of America 60 E 42nd St	New York	NY 10165
703 683-0300	Construction Specifications Institute 601 Madison St	Alexandria	VA 22314
202 331-7706	Environmental Industry Council 1825 K St NW	Washington	DC 20006
202 546-3300	Federation of American Scientists 307 Massachusetts Ave NE	Washington	DC 20002
314 567-9708	Independent Computer Consultants Box 27412	St Louis	MO 63141
202 544-1969	Information Industry Assn 316 Pennsylvania Ave SE	Washington	DC 20003
312 467-1950	Institute of Business Designers 1155 Merchandise Mart	Chicago	IL 60654
414 276-2500	Natl Funeral Directors Assn 135 W Wells St	Milwaukee	WI 53203
703 281-4677	Natl Shorthand Reporters Assn 118 Park St SE	Vienna	VA 22180
202 463-2300	Natl Society of Professional Engineers 2029 K St NW	Washington	DC 20006
816 474-5756	Professional Secretaries Intl 2440 Pershing Rd Suite G10	Kansas City	MO 64108
215 735-0224	Society of Architectural Historians 1700 Walnut St	Philadelphia	PA 19103
212 697-1244	Society of Publication Designers 595 Fifth Ave	New York	NY 10017
312 272-8800	Underwriters Labs 333 Pfingsten Rd	Northbrook	IL 60062

PUBLIC/CONSUMER AFFAIRS & SOCIAL SERVICES

212 866-6752	Academy of Political Science 619 W 114th St	New York	NY 10025
202 783-4406	Accuracy in Media 1341 G St NW	Washington	DC 20005
617 527-7870	Action for Children's Television 46 Austin St	Newtonville	MA 02160
412 621-1090	Air Pollution Control Assn Box 2861	Pittsburgh	PA 15230
214 438-8100	Airline Passengers Assn 800 W Airport Fwy	Irving	TX 75062
215 386-4594	American Academy of Political & Social Science 3937 Chestnut St	Philadelphia	PA 19104
202 872-4700	American Assn for Retired Persons 1909 K St NW	Washington	DC 20049
212 944-9800	American Civil Liberties Union 132 W 43rd St	New York	NY 10036
202 546-6555	American Conservative Union 38 Ivy St SE	Washington	DC 20003
608 257-7712	American Council for Better Broadcasts 120 E Wilson	Madison	WI 53703
201 788-6995	American Economic Foundation 3 Church St	Flemington	NJ 08822
202 862-5800	American Enterprise Institute for Public Policy Research 1150 17th St NW	Washington	DC 20036
215 241-7000	American Friends Service Committee 1501 Cherry St	Philadelphia	PA 19102
303 695-0811	American Humane Assn 9725 E Hampden Ave	Englewood	CO 80231
212 677-4400	American ORT Federation 817 Broadway	New York	NY 10003
212 876-7700	American Society for the Prevention of Cruelty to Animals 441 E 92nd St	New York	NY 10028
703 790-0700	Americans Against Union Control of Government 8330 Old Courthouse Rd	Vienna	VA 22180
202 638-6447	Americans for Democratic Action 1411 K St NW	Washington	DC 20005
212 582-4440	Amnesty Intl USA 304 W 58th St	New York	NY 10019
212 490-2525	Anti-Defamation League 823 United Nations Plaza	New York	NY 10017
202 797-6450	Arms Control Assn 11 Dupont Circle NW	Washington	DC 20036
212 759-1053	Aspen Institute for Humanistic Studies 717 Fifth Ave	New York	NY 10022
202 857-6600	B'nai B'rith Intl 1640 Rhode Island Ave NW	Washington	DC 20036
212 260-7000	Bread for the World 32 Union Sq E	New York	NY 10003
202 797-6000	Brookings Institution 1775 Massachusetts Ave NW	Washington	DC 20036
212 686-3110	Care 660 First Ave	New York	NY 10016
212 838-4700	Catholic Relief Service - US Catholic Conference 1011 First Ave	New York	NY 10022
617 772-0445	Center for Action on Endangered Species 175 W Main St	Ayer	MA 01432
202 332-9110	Center for Science in the Public Interest 1755 S St NW	Washington	DC 20009
202 659-6000	Chamber of Commerce of the U S 1615 H St NW	Washington	DC 20062
212 254-7410	Child Welfare League of America 67 Irving Place	New York	NY 10003
202 463-5540	Citizen's Choice 1511 K St NW	Washington	DC 20005
212 533-7370	Commission for Racial Justice 105 Madison Ave	New York	NY 10016
212 688-2063	Committee for Economic Development 477 Madison Ave	New York	NY 10022
212 695-2560	Committee of Concerned Scientists 330 Seventh Ave	New York	NY 10001
202 833-1200	Common Cause 2030 M St NW	Washington	DC 20036
212 690-3878	Congress of Racial Equality 1916 Park Ave	New York	NY 10037
202 737-3732	Consumer Federation of America 1314 14th St NW	Washington	DC 20005
202 785-4835	Consumers for World Trade 1346 Connecticut Ave NW	Washington	DC 20036
914 664-6400	Consumers Union of U S 256 Washington St	Mount Vernon	NY 10550
703 276-0100	Council of Better Business Bureaus 1515 Wilson Blvd	Arlington	VA 22209
202 638-2316	Day Care & Child Development Council of America 1602 17th St NW	Washington	DC 20009
202 659-9510	Defenders of Wildlife 1244 19th St NW	Washington	DC 20036
202 862-9500	European Community Information Service 2100 M St NW	Washington	DC 20037
212 674-6100	Family Service Assn of America 44 E 23rd St	New York	NY 10010
202 234-2211	Federal Union 1875 Connecticut Ave NW	Washington	DC 20009
314 882-4856	Freedom of Information Center Box 858	Columbia	MO 65205
202 785-3704	Freedom of Information Clearinghouse Box 19367	Washington	DC 20036
202 547-6000	Friends Committee on Natl Legislation 245 Second St NE	Washington	DC 20002
212 247-8077	Friends of Animals 11 W 60th St	New York	NY 10023
415 495-4770	Friends of the Earth 124 Spear St	San Francisco	CA 94105
212 661-5900	Fund for Peace 345 E 46th St	New York	NY 10017
202 638-4723	Handgun Control 810 18th St NW	Washington	DC 20006
212 674-6800	HIAS 200 Park Ave S	New York	NY 10003
202 331-1974	Intl Economic Policy Assn 1625 Eye St NW	Washington	DC 20006
305 446-7608	Jaycees Intl 400 University Dr	Coral Gables	FL 33134
202 296-1770	League of Women Voters of the U S 1730 M St NW	Washington	DC 20036
202 347-7774	Natl Abortion Rights Action League 1424 K St NW	Washington	DC 20005
703 528-4380	Natl Alliance of Senior Citizens 2525 Wilson Blvd	Arlington	VA 22201
212 245-2100	Natl Assn for the Advancement of Colored People 1790 Broadway	New York	NY 10019
202 393-6226	Natl Assn of Counties 440 First St NW	Washington	DC 20001
202 393-6226	Natl Assn of County Administrators 440 First St NW	Washington	DC 20001
212 832-3200	Natl Audubon Society 950 Third Ave	New York	NY 10022
202 462-2520	Natl Citizens Committee for Broadcasting 1530 P St NW	Washington	DC 20005
202 544-7190	Natl Coalition to Ban Handguns 100 Maryland Ave NE	Washington	DC 20002
202 785-2757	Natl Conference of Catholic Charities 1346 Connecticut Ave NW	Washington	DC 20036
202 546-1168	Natl Congress of American Indians 2025 Eye St NW	Washington	DC 20006
202 347-1401	Natl Council of Career Women 1725 K St NW	Washington	DC 20006
202 293-3902	Natl Council of Negro Women 1819 H St NW	Washington	DC 20006
212 697-1278	Natl Council of Women of the U S 777 UN Plaza	New York	NY 10017
202 479-1200	Natl Council on the Aging 600 Maryland Ave	Washington	DC 20024
202 638-1230	Natl Environmental Development Assn 3 Natl Press Bldg	Washington	DC 20045
617 328-9290	Natl Fire Protection Assn Battery March Park	Quincy	MA 02269
212 741-5800	Natl Gay Task Force 80 Fifth Ave	New York	NY 10011
202 626-3000	Natl League of Cities 1301 Pennsylvania Ave NW	Washington	DC 20004
212 535-5700	Natl Municipal League 47 E 68th St	New York	NY 10021
202 347-2279	Natl Organization for Women 425 13th St NW	Washington	DC 20004
202 638-4396	Natl Right to Life Committee Natl Press Bldg	Washington	DC 20045
202 543-1300	Natl Taxpayers Union 713 Maryland Ave NE	Washington	DC 20002
202 331-2400	Natl Urban Coalition 1201 Connecticut Ave NW	Washington	DC 20036
212 310-9000	Natl Urban League 500 E 62nd St	New York	NY 10021
202 797-6800	Natl Wildlife Federation 1412 16th St NW	Washington	DC 20036
202 347-4456	Natl Women's Political Caucus 1411 K St NW	Washington	DC 20005
703 841-5300	Nature Conservancy 1800 N Kent St	Arlington	VA 22209
202 466-7570	North American Council on Adoptable Children 1346 Connecticut Ave NW	Washington	DC 20036
617 482-1211	OXFAM-America 115 Broadway	Boston	MA 02116
213 371-3501	Parents Anonymous 22330 Hawthorne Blvd	Torrance	CA 90505
912 743-7403	Pilot Club Intl 244 College St	Macon	GA 31202
202 872-1790	Public Affairs Council 1220 16th St NW	Washington	DC 20036
202 293-9142	Public Citizen 2000 P St NW	Washington	DC 20036
202 833-3934	Public Interest Research Group 1346 Connecticut Ave NW	Washington	DC 20036
703 790-0700	Public Service Research Council 8330 Old Courthouse Rd	Vienna	VA 22180
212 620-4900	Salvation Army 120 W 14th St	New York	NY 10011
202 546-7100	SANE: A Citizens' Organization for a Sane World 711 G St SE	Washington	DC 20003
203 226-7271	Save the Children Federation 54 Wilton Rd	Westport	CT 06880
415 981-8634	Sierra Club 530 Bush St	San Francisco	CA 94108
504 831-2111	Truth in Advertising 3108 W Esplanade Ave	Metairie	LA 70002
202 293-7330	U S Conference of Mayors 1620 Eye St NW	Washington	DC 20006
617 547-5552	Union of Concerned Scientists 1384 Massachusetts Ave	Cambridge	MA 02238
212 777-0700	Vocational Foundation Inc 44 E 23rd St	New York	NY 10010
212 873-2600	Volunteers of America 340 W 85th St	New York	NY 10024
212 228-0450	War Resisters League 339 Lafayette St	New York	NY 10012
202 337-2500	Water Pollution Control Federation 2626 Pennsylvania Ave NW	Washington	DC 20037
202 828-6600	Wilderness Society 1901 Pennsylvania Ave NW	Washington	DC 20006
405 946-3333	World Neighbors 5116 N Portland Ave	Oklahoma City	OK 73112

SOCIAL & FRATERNAL

317 635-8411	American Legion 700 N Pennsylvania St	Indianapolis	IN 46206
312 477-2750	Benevolent & Protective Order of Elks 2750 N Lake View Ave	Chicago	IL 60614
214 659-2000	Boy Scouts of America 1325 Walnut Hill Lane	Irving	TX 75062
212 557-7755	Boy's Club of America 771 First Ave	New York	NY 10017
913 648-4330	Cosmopolitan Intl 7341 W 80th St	Overland Park	KS 66204
202 628-1776	Daughters of the American Revolution 1776 D St NW	Washington	DC 20006
606 441-7300	Disabled American Veterans 3725 Alexandria Pike	Cold Spring	KY 41076
202 667-4737	General Grand Chapter Order of the Eastern Star 1618 New Hampshire Ave NW	Washington	DC 20009

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212 940-7500	Girl Scouts of the U S A 830 Third Ave	New York	NY 10022
212 689-3700	Girls Clubs of America 205 Lexington Ave	New York	NY 10016
414 933-5644	Grand Aerie—Fraternal Order of Eagles 2401 W Wisconsin Ave	Milwaukee	WI 53233
317 943-2300	Kiwanis Intl Foundation 3636 Woodview Trace	Indianapolis	IN 46268
203 772-2130	Knights of Columbus One Columbus Plaza	New Haven	CT 06507
312 986-1700	Lions Club Intl 300 22nd St	Oak Brook	IL 60570
312 859-2000	Loyal Order of Moose	Mooseheart	IL 60539
212 376-1925	Masons (American) 1701 W Third St	Brooklyn	NY 11223
419 535-3232	Natl Exchange Club 3050 Central Ave	Toledo	OH 43606
314 371-6000	Optimist Intl 4494 Lindell Blvd	St Louis	MO 63108
301 652-2135	Paralyzed Veterans of America 4350 East-West Hwy	Bethesda	MD 20014
202 331-9694	Quota Intl 1828 L St NW	Washington	DC 20036
312 328-0100	Rotary Intl 1600 Ridge Ave	Evanston	IL 60201
502 589-1776	U S O—Sons of the American Revolution Society 1000 S Fourth St	Louisville	KY 40202
202 887-0700	United Service Organization 1146 19th St NW	Washington	DC 20036
816 756-3390	Veterans of Foreign Wars of the U S A 34th S Broadway	Kansas City	MO 64111
212 427-6000	Young Men's & Young Women's Hebrew Assn 1395 Lexington Ave	New York	NY 10028
312 977-0031	Young Men's Christian Assn of the U S A 101 N Wacker Dr	Chicago	IL 60606
212 621-5115	Young Women's Christian Assn of the U S A 135 W 50th St	New York	NY 10020

SPORTS, RECREATION & SPECIAL INTERESTS

317 297-2900	Amateur Athletic Union of the U S 3400 W 86th St	Indianapolis	IN 46268
601 268-6237	Amateur Field Trial Clubs of America		
405 424-5266	Amateur Softball Assn of America 2801 NE 50th St	Oklahoma City	OK 73111
513 898-4638	Amateur Trapshooting Assn Box 246	Vandalia	OH 45377
216 836-6424	American Amateur Baseball Congress 212 Plaza Bldg 2855 W Market St	Akron	OH 44313
305 842-4100	American Archery Council 200 Castlewood Rd	North Palm Beach	FL 33408
414 421-6400	American Bowling Congress 5301 S 76th St	Greendale	WI 53129
317 342-8456	American Camping Assn Bradford Woods	Martinsville	IN 46151
703 550-7523	American Canoe Assn Box 248	Lorton	VA 22079
901 332-5586	American Contract Bridge League 2200 Democrat Rd	Memphis	TN 38116
916 662-6824	American Guides Assn Box 1500	Woodland	CA 95695
413 781-2030	American Hockey League 31 Elm St	Springfield	MA 01103
703 768-5700	American Horticultural Society 7931 E Boulevard Dr	Alexandria	VA 22308
212 481-9200	American Kennel Club 51 Madison Ave	New York	NY 10010
212 682-7000	American League of Professional Baseball Clubs 280 Park Ave	New York	NY 10017
303 473-9142	American Numismatic Assn 818 N Cascade Ave	Colorado Springs	CO 80903
814 237-3803	American Philatelic Society 336 S Fraser	State College	PA 16801
202 965-3430	American Running & Fitness Assn 2420 K St NW	Washington	DC 20037
713 458-7269	American Ski Assn 5830 S Lake Houston Pkwy	Houston	TX 77049
813 324-4341	American Water Ski Assn State Rd 550 & Carl Floyd Rd	Winter Haven	FL 33880
202 783-6161	American Youth Hostels 1332 Eye St NW	Washington	DC 20005
717 534-1910	Antique Automobile Club of America 501 W Governor Rd	Hershey	PA 17033
202 833-5485	Assn for Inter-Collegiate Athletics for Women 1201 16th St NW	Washington	DC 20036
213 670-7550	Assn of Sports Museums & Halls of Fame 9800 Sepulveda Blvd	Los Angeles	CA 90045
609 695-1434	Babe Ruth Baseball 1770 Brunswick Ave	Trenton	NJ 08638
703 823-9550	Boat Owners Assn of the U S 880 S Pickett St	Alexandria	VA 22304
212 986-0460	Embroiderers Guild of America 6 E 45th St	New York	NY 10017
213 322-6441	Federation of Fly Fishermen 519 Main St	El Segundo	CA 90245
505 298-9286	Golden Gloves Assn of America 8801 Princess Jeanne NE	Albuquerque	NM 87112
203 233-5124	Handweavers Guild of America 65 La Salle Rd	West Hartford	CT 06107
203 563-1910	Harness Horsemen Intl 1800 Silas Deane Hwy	Rocky Hill	CT 06067
203 666-1541	Intl Amateur Radio Union Box AAA	Newington	CT 06111
515 243-7100	Intl Amateur Swimming Federation 2000 Financial Center	Des Moines	IA 50309
207 794-6062	Intl Backpackers Assn Box 85	Lincoln Center	ME 04458
419 675-7150	Intl Brotherhood of Magicians 28 N Main St	Kenton	OH 43326
405 238-6488	Intl Rodeo Assn Box 615	Pauls Valley	OK 73075
212 599-1919	Jockey Club 380 Madison Ave	New York	NY 10017
301 588-0980	Les Amis du Vin 2302 Perkins Place	Silver Spring	MD 20910
717 326-1921	Little League Baseball Box 3485	Williamsport	PA 17701
215 568-7368	Major League Umpires Assn 3 Girard Plaza	Philadelphia	PA 19102
202 347-2808	Natl Aeronautic Assn of the U S 821 15th St NW	Washington	DC 20005
904 253-0611	Natl Assn for Stock Car Auto Racing 1801 Volusia Ave	Daytona Beach	FL 32015
816 842-5050	Natl Assn of Inter-Collegiate Athletics 1221 Baltimore St	Kansas City	MO 64105
606 278-5460	Natl Assn of State Racing Commissioners 1736 Alexandria Dr	Lexington	KY 40504
212 826-7000	Natl Basketball Assn 645 Fifth Ave	New York	NY 10022
215 947-0158	Natl Boating Federation 629 Waverly Lane	Bryn Athyn	PA 19009
716 634-5433	Natl Campers & Hikers Assn 7172 Transit Rd	Buffalo	NY 14221
913 384-3220	Natl Collegiate Athletic Assn Box 1906	Shawnee Mission	KS 66222
816 464-5400	Natl Federation of State High School Assns 11724 Plaza Circle	Kansas City	MO 64195
212 758-1500	Natl Football League 410 Park Ave	New York	NY 10022
202 785-2123	Natl Genealogical Society 1921 Sunderland Place NW	Washington	DC 20036
303 757-3381	Natl Handicapped Sports & Recreation Assn Box 18664 Capitol Hill Station	Denver	CO 80218
317 546-4414	Natl Model Railroad Assn Box 2186	Indianapolis	IN 46206
202 783-6505	Natl Rifle Assn of America 1600 Rhode Island Ave NW	Washington	DC 20036
513 541-9051	Natl Woodcarvers Assn 7424 Miami Ave	Cincinnati	OH 45243
212 575-0066	North American Soccer League 1133 Ave of Americas	New York	NY 10036
213 559-2587	Paddle Tennis Assn Box 30	Culver City	CA 90230
516 482-5158	People-to-People Sports Committee 98 Cutter Mill Rd	Great Neck	NY 11021
212 889-6483	Philatelic Foundation 270 Madison Ave	New York	NY 10016
215 735-1450	Pop Warner Jr League Football 1315 Walnut St	Philadelphia	PA 19107
305 626-3200	Professional Golfers' Assn 100 Ave of the Champions	Palm Beach Gardens	FL 33410
314 391-6712	Road Runners Club of America 1226 Orchard Village	Manchester	MO 63011
202 331-1346	Special Olympics 1701 K St NW	Washington	DC 20006
303 770-1044	Sports Car Club of America 6750 S Emporia St	Englewood	CO 80112
402 489-8813	U S Amateur Confederation of Roller Skating 7700 A St	Lincoln	NE 68510
203 236-9035	U S CB Radio Assn 682 Prospect Ave	Hartford	CT 06105
914 562-8350	U S Chess Federation 186 Route 9W	New Windsor	NY 12550
303 632-5551	U S Cycling Federation 1750 Boulder St	Colorado Springs	CO 80909
716 594-4300	U S Field Hockey Assn 4415 Buffalo Rd	North Chili	NY 14514
617 723-2290	U S Figure Skating Assn City Hall Plaza	Boston	MA 021[illegible]
201 234-2300	U S Golf Assn Golf House	Far Hills	NJ 07931
317 638-8743	U S Gymnastics Federation Merchants Plaza	Indianapolis	IN 46204
408 268-9800	U S Judo Federation 21054 Sarah Hills Dr	Saratoga	CA 95010
303 632-5551	U S Olympic Committee 1750 E Boulder St	Colorado Springs	CO 809[illegible]
215 436-0300	U S Pony Clubs 303 S High St	West Chester	PA 19[illegible]
919 821-0281	U S Power Squadrons Box 30423	Raleigh	NC 27622
312 673-4000	U S Racquetball Assn 4101 Dempster St	Skokie	IL 60076
215 769-2068	U S Rowing Association 4 Boat House Row	Philadelphia	PA 19130
212 736-0915	U S Soccer Federation 350 Fifth Ave	New York	NY 10001
215 667-4006	U S Squash Racquets Assn 211 Ford Rd	Bala-Cynwyd	PA 19004
314 724-2791	U S Table Tennis Assn 1031 Jackson St	St Charles	MO 63301
212 949-9112	U S Tennis Assn 51 E 42nd St	New York	NY 10017
303 632-5551	U S Volleyball Assn 1750 E Boulder	Colorado Springs	CO 80909
312 897-4765	World Boxing Assn 412 Colorado Ave	Aurora	IL 60506
612 647-0191	World Pen Pals 1690 Como Ave	St Paul	MN 55108

FOUNDATIONS

Top private foundations, selected on the basis of total assets, are listed alphabetically.

213 383-1381	Ahmanson Foundation 3731 Wilshire Blvd	Los Angeles	CA 90010
412 553-4545	Alcoa Foundation Alcoa Bldg	Pittsburgh	PA 15219
212 582-0450	Alfred P Sloan Foundation 630 Fifth Ave	New York	NY 10111
804 295-2134	Alton W Jones Foundation 609 E High St	Charlottesville	VA 22901
612 292-4261	Amherst H Wilder Foundation 355 Washington St	St Paul	MN 55102
817 738-1933	Amon G Carter Foundation Box 1036	Fort Worth	TX 76101
212 838-8400	Andrew W Mellon Foundation 140 E 62nd St	New York	NY 10021
----------	Atlantic Foundation Box 337	Lawrenceville	NJ 08648
813 748-4100	Aurora Foundation Box 1894	Bradenton	FL 33506
303 571-5510	Boettcher Foundation 828 17th St	Denver	CO 80202
212 269-3850	Booth Ferris Foundation 30 Broad St	New York	NY 10004
713 523-6867	Brown Foundation 2118 Welch Ave	Houston	TX 77019
612 227-0891	Bush Foundation First Natl Bank Bldg	St Paul	MN 55101
404 884-7348	Callaway Foundation 209 Broome St	LaGrange	GA 30241
212 371-3200	Carnegie Corp of New York 437 Madison Ave	New York	NY 10022
212 986-1790	Charles A Dana Foundation 150 E 43rd St	New York	NY 10017
212 755-9198	Charles E Culpeper Foundation 866 UN Plaza	New York	NY 10017
513 434-7300	Charles F Kettering Foundation 5335 Far Hills Ave	Dayton	OH 45429
212 935-3340	Charles H Revson Foundation 444 Madison Ave	New York	NY 10022
212 938-0790	Charles Hayden Foundation 130 Liberty St	New York	NY 10006
313 238-5651	Charles Stewart Mott Foundation Mott Foundation Bldg	Flint	MI 48502
312 372-3356	Chicago Community Trust 208 S La Salle St	Chicago	IL 60604
212 269-1833	Clark Foundation 30 Wall St	New York	NY 10005
412 288-0360	Claude Worthington Benedum Foundation 223 Fourth Ave	Pittsburgh	PA 15222
216 861-3810	Cleveland Foundation Natl City Bank Bldg	Cleveland	OH 44114
212 535-0400	Commonwealth Fund One E 75th St	New York	NY 10021
713 651-8837	Cullen Foundation Box 1600	Houston	TX 77001
----------	Dan Murphy Foundation 3701 Wilshire Blvd	Los Angeles	CA 90010
314 862-6200	Danforth Foundation 222 S Central Ave	St Louis	MO 63105
414 475-7700	De Rance 7700 W Blue Mound Rd	Milwaukee	WI 53213
312 782-5210	Dr Scholl Foundation 111 W Washington St	Chicago	IL 60602
704 376-0291	Duke Endowment 200 S Tryon St	Charlotte	NC 28202
212 986-7050	Edna McConnell Clark Foundation 250 Park Ave	New York	NY 10017
303 633-7733	El Pomar Foundation El Pomar Blvd	Colorado Springs	CO 80906
817 336-1956	Ella A McFadden Charitable Trust 1202 First Natl Bank Bldg	Ft Worth	TX 76102
212 573-5000	Ford Foundation 320 E 43rd St	New York	NY 10017
716 232-7100	Gannett Newspaper Foundation Inc Lincoln Tower	Rochester	NY 14604
313 556-4260	General Motors Foundation 3044 W Grand Blvd	Detroit	MI 48202
713 342-6109	George Foundation 207 S Third St	Richmond	TX 77469
216 241-3114	George Gund Foundation One Erieview Plaza	Cleveland	OH 44114
201 540-8442	Geraldine R Dodge Foundation 163 Madison Ave	Morristown	NJ 07960
415 329-1000	Henry J Kaiser Family Foundation 525 Middlefield Rd	Menlo Park	CA 94025
212 489-7700	Henry Luce Foundation 111 W 50th St	New York	NY 10020
----------	Herbert H & Grace A Dow Foundation Box 2184	Midland	MI 48640
----------	Herrick Foundation Detroit Bank & Trust Bldg	Detroit	MI 48226
713 223-4043	Houston Endowment Box 52338	Houston	TX 77052
412 391-5122	Howard Heinz Endowment 301 Fifth Ave	Pittsburgh	PA 15222
----------	J E & L E Mabee Foundation 2535 First Place	Tulsa	OK 74103
215 875-3200	J Howard Pew Freedom Trust 229 S 18th St	Philadelphia	PA 19103
215 665-1970	J N Pew Jr Charitable Trust 229 S 18th St	Philadelphia	PA 19103
502 583-4085	James Graham Brown Foundation 132 E Gray St	Louisville	KY 40202
415 777-2244	James Irvine Foundation One Market Plaza	San Francisco	CA 94105
904 353-0890	Jessie Ball du Pont Religious Charitable & Educational Fund Edward Ball Bldg	Jacksonville	FL 32202
212 661-2828	John A Hartford Foundation 405 Lexington Ave	New York	NY 10017
312 726-8000	John D & Catherine T Mac Arthur Foundation 140 S Dearborn St	Chicago	IL 60603
212 687-4470	John Simon Guggenheim Memorial Foundation 90 Park Ave	New York	NY 10016
312 782-2464	Joyce Foundation 135 S La Salle St	Chicago	IL 60603
317 634-8857	Krannert Charitable Trust Box 1021	Indianapolis	IN 46206
313 643-9630	Kresge Foundation 2401 W Big Beaver Rd	Troy	MI 48084
317 924-5471	Lilly Endowment Box 88068	Indianapolis	IN 46208
615 756-0767	Lyndhurst Foundation Krystal Bldg	Chattanooga	TN 37402
206 694-8415	M J Murdock Charitable Trust 915 Broadway	Vancouver	WA 98660
215 875-3200	Mabel Pew Myrin Trust 229 S 18th St	Philadelphia	PA 19103
212 689-6025	Mary Flagler Cary Charitable Trust 16 E 34th St	New York	NY 10016
----------	Mc Donnell Foundation Box 516	St Louis	MO 63166
612 333-4220	Mc Knight Foundation 410 Peavey Bldg	Minneapolis	MN 55402
214 691-8954	Meadows Foundation Meadows Bldg	Dallas	TX 75206
713 763-5333	Moody Foundation Moody Natl Bank Bldg	Galveston	TX 77550
212 758-0100	New York Community Trust 415 Madison Ave	New York	NY 10017
612 224-9635	Northwest Area Foundation First Natl Bank Bldg	St Paul	MN 55101
213 449-6840	Norton Simon Foundation 411 W Colorado Blvd	Pasadena	CA 91105
213 449-6840	Norton Simon Museum of Art 411 W Colorado Blvd	Pasadena	CA 91105
212 832-1700	Olin Foundation 299 Park Ave	New York	NY 10017
617 723-7415	Permanent Charity Fund of Boston One Boston Place	Boston	MA 02108
215 875-3200	Pew Memorial Trust 229 S 18th St	Philadelphia	PA 19103
412 392-2800	Richard King Mellon Foundation 525 William Penn Place	Pittsburgh	PA 15219
713 658-0851	Robert A Welch Foundation Bank of the Southwest Bldg	Houston	TX 77002
609 452-8701	Robert Wood Johnson Foundation Box 2316	Princeton	NJ 08540
212 397-4800	Rockefeller Brothers Fund 1290 Ave of the Americas	New York	NY 10104
212 869-8500	Rockefeller Foundation 1133 Ave of the Americas	New York	NY 10036
405 223-5810	Samuel Roberts Noble Foundation Route 1	Ardmore	OK 73401
415 392-0800	San Francisco Foundation 425 California St	San Francisco	CA 94104
412 392-2900	Sarah Scaife Foundation 525 William Penn Place	Pittsburgh	PA 15219
[illegible] 661-6300	Sherman Fairchild Foundation 2 Greenwich Plaza	Greenwich	CT 06830

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817 336-0494	Sid W Richardson Foundation 309 Main St	Ft Worth	TX 76102
919 288-7230	Smith Richardson Foundation Inc Box 3265	Greensboro	NC 27402
312 337-7000	Spencer Foundation 875 N Michigan Ave	Chicago	IL 60611
212 770-6883	Starr Foundation 70 Pine St	New York	NY 10270
212 532-0817	Stern Fund 370 Lexington Ave	New York	NY 10017
212 697-0830	Surdna Foundation 200 Park Ave	New York	NY 10017
216 455-5281	Timken Foundation of Canton 121 Cleveland Ave SW	Canton	OH 44702
616 968-1221	W K Kellogg Foundation 400 North Ave	Battle Creek	MI 49016
212 752-0071	W T Grant Foundation 919 Third Ave	New York	NY 10022
213 442-4343	Weingart Foundation 1200 Wilshire Blvd	Los Angeles	CA 90017
918 492-8100	William K Warren Foundation 6446 S Yale	Tulsa	OK 74125
215 248-2822	William Penn Foundation 1617 John F Kennedy Blvd	Philadelphia	PA 19103
212 732-3151	William R Kenan Jr Charitable Trust 120 Broadway	New York	NY 10005
212 586-5404	William Randolph Hearst Foundation 888 Seventh Ave	New York	NY 10106
919 725-7541	Z Smith Reynolds Foundation 101 Reynolda Village	Winston-Salem	NC 27106

POLITICAL PARTIES

202 232-3996	Citizens Party 1623 Connecticut Ave NW	Washington	DC 20009
212 989-4994	Communist Party U S A 235 W 23rd St	New York	NY 10011
212 689-6400	Conservative Party 45 E 29th St	New York	NY 10016
202 797-5900	Democratic Natl Committee 1625 Massachusetts Ave NW	Washington	DC 20036
202 333-8209	Libertarian Party 2300 Wisconsin Ave NW	Washington	DC 20007
404 427-0283	Natl States Rights Party Box 1211	Marietta	GA 30061
202 484-6500	Republican Natl Committee 310 First St SE	Washington	DC 20003
415 494-1532	Socialist Labor Party 914 Industrial Ave	Palo Alto	CA 94303
212 675-3820	Socialist Workers Party 14 Charles Lane	New York	NY 10014

DEMOCRATIC STATE COMMITTEES

205 252-4143	Alabama 308 Jefferson Fed Bldg	Birmingham	AL 35203
907 456-5841	Alaska Box 2079	Fairbanks	AK 99707
602 257-9136	Arizona 1001 N Central Ave	Phoenix	AZ 85004
501 374-2361	Arkansas 300 Spring Bldg	Little Rock	AR 72201
916 447-6117	California 1731 Eye St	Sacramento	CA 95814
303 320-1000	Colorado 1835 Race St	Denver	CO 80206
203 278-6080	Connecticut 634 Asylum Ave	Hartford	CT 06105
302 658-5475	Delaware 621 Delaware Ave	Wilmington	DE 19801
202 347-5670	District of Columbia 1875 Connecticut Ave NW	Washington	DC 20009
904 222-3411	Florida Box 1758	Tallahassee	FL 32302
404 892-4788	Georgia 1627 Peachtree St NE	Atlanta	GA 30309
808 536-2258	Hawaii 33 S King St	Honolulu	HI 96813
208 336-1815	Idaho Box 445	Boise	ID 83701
312 372-1161	Illinois 171 W Randolph St	Chicago	IL 60601
317 635-8581	Indiana 311 W Washington St	Indianapolis	IN 46204
515 244-7292	Iowa 1120 Mulberry St	Des Moines	IA 50309
913 234-0425	Kansas Box 1914	Topeka	KS 66601
502 695-4828	Kentucky Box 694	Frankfort	KY 40602
504 926-3110	Louisiana 5700 Florida Blvd	Baton Rouge	LA 70806
207 622-6233	Maine 2 Central Plaza	Augusta	ME 04330
301 539-1500	Maryland 123 W Read St	Baltimore	MD 21201
617 367-4760	Massachusetts 11 Beacon St	Boston	MA 02108
313 393-2944	Michigan 1300 E Lafayette St	Detroit	MI 48207
612 827-5421	Minnesota 730 E 38th St	Minneapolis	MN 55407
601 969-2913	Mississippi Box 1583	Jackson	MS 39205
314 636-5241	Missouri Box 719	Jefferson City	MO 65102
406 442-9520	Montana Box 802	Helena	MT 59624
402 475-4584	Nebraska 715 S 14th St	Lincoln	NE 68508
702 322-7414	Nevada 1611 Clemson Rd	Reno	NV 89502
603 228-0191	New Hampshire 77 N Main St	Concord	NH 03301
609 392-3367	New Jersey 240 W State St	Trenton	NJ 08608
505 243-9571	New Mexico 621 Rio Grande NW	Albuquerque	NM 87104
516 979-9191	New York 1021 Veterans Memorial Hwy	Hauppauge	NY 11787
919 821-2777	North Carolina Box 12196	Raleigh	NC 27605
701 255-0460	North Dakota 1902 E Divide Ave	Bismarck	ND 58501
614 221-6563	Ohio 88 E Broad St	Columbus	OH 43215
405 236-3366	Oklahoma 1100 Classen Dr	Oklahoma City	OK 73101
503 370-8200	Oregon Box 1012	Salem	OR 97308
717 233-9381	Pennsylvania 510 N Third St	Harrisburg	PA 17108
401 273-8700	Rhode Island Charles-Orms Bldg	Providence	RI 02904
803 799-7798	South Carolina 711 Whaley St	Columbia	SC 29201
605 224-8638	South Dakota Box 668	Pierre	SD 57501
615 244-1336	Tennessee 205 Seventh Ave N	Nashville	TN 37219
512 478-8746	Texas 302 Stokes Bldg	Austin	TX 78701
801 328-0239	Utah 849 E 400 South	Salt Lake City	UT 84102
802 864-0431	Vermont 109 S Winooski Ave	Burlington	VT 05401
804 644-1966	Virginia 701 E Franklin St	Richmond	VA 23219
206 583-0664	Washington Box 4027	Seattle	WA 98104
304 342-8121	West Virginia 107 Pennsylvania Ave	Charleston	WV 25302
608 256-6172	Wisconsin 126 S Franklin St	Madison	WI 53703
307 234-8862	Wyoming Box 1964	Casper	WY 82602

REPUBLICAN STATE COMMITTEES

205 592-2467	Alabama Box 31046	Birmingham	AL 35222
907 276-4467	Alaska 921 W Fifth Ave	Anchorage	AK 99501
602 248-8484	Arizona 40 E Thomas Rd	Phoenix	AZ 85012
501 372-7301	Arkansas 620 Twin City Bank Bldg	North Little Rock	AR 72114
213 842-4858	California 4002 W Burbank Blvd	Burbank	CA 91505
303 893-1776	Colorado 1275 Tremont Place	Denver	CO 80204
203 249-9661	Connecticut One High St	Hartford	CT 06103
302 652-3132	Delaware 2008 Pennsylvania Ave	Wilmington	DE 19806
202 662-4700	District of Columbia 1700 K Street NW	Washington	DC 20006
904 222-7920	Florida 103 Call St	Tallahassee	FL 32302
404 458-0293	Georgia 1951 Airport Rd	Atlanta	GA 30341
808 533-4782	Hawaii 1136 Union Mall	Honolulu	HI 96813
208 343-6405	Idaho Box 2267	Boise	ID 83701
217 525-0011	Illinois 200 S Second St	Springfield	IL 62701
317 635-7561	Indiana 150 W Market St	Indianapolis	IN 46204
515 282-8105	Iowa 1540 High St	Des Moines	IA 50309
913 234-3416	Kansas 501 Jefferson St	Topeka	KS 66607
502 875-5130	Kentucky Capital & Third Aves	Frankfort	KY 40601
504 383-7234	Louisiana 650 N Sixth St	Baton Rouge	LA 70802
207 622-6247	Maine 51 Chapel St	Augusta	ME 04330
301 269-0113	Maryland 60 West St	Annapolis	MD 21401
617 523-7535	Massachusetts 73 Tremont St	Boston	MA 02108
517 487-5413	Michigan 223 N Walnut St	Lansing	MI 48933
612 291-1286	Minnesota 555 Wabasha St	St Paul	MN 55102
601 948-5191	Mississippi 555 Tombigby	Jackson	MS 39201
314 636-3146	Missouri 204 E Dunklin St	Jefferson City	MO 65101
406 442-6469	Montana 1425 Helena Ave	Helena	MT 59601
402 475-2122	Nebraska 5 North St	Lincoln	NE 68508
702 786-3146	Nevada Box 1886	Reno	NV 89505
603 225-9341	New Hampshire 134 N Main St	Concord	NH 03301
609 989-7300	New Jersey 28 W State St	Trenton	NJ 08608
505 884-6091	New Mexico 3701 San Mateo Blvd NE	Albuquerque	NM 87110
518 462-2601	New York 315 State St	Albany	NY 12210
919 781-9306	North Carolina Box 17265	Raleigh	NC 27619
701 255-0030	North Dakota 103 S Third St	Bismarck	ND 58501
614 228-2481	Ohio 50 W Broad St	Columbus	OH 43215
405 528-3501	Oklahoma 123 NW 23rd St	Oklahoma City	OK 73103
503 246-8221	Oregon 8700 SW 26th Ave	Portland	OR 97219
717 234-4901	Pennsylvania 112 State St	Harrisburg	PA 17108
401 421-2570	Rhode Island 169 Weybosset St	Providence	RI 02903
803 799-1610	South Carolina 616 Harden St	Columbia	SC 29250
605 224-7347	South Dakota 221 S Central St	Pierre	SD 57501
615 383-7890	Tennessee 121 21st Ave N	Nashville	TN 37203
512 477-9821	Texas Pioneer Title Bldg	Austin	TX 78701
801 533-9777	Utah 150 S Sixth E	Salt Lake City	UT 84102
802 223-3411	Vermont 100 State St	Montpelier	VT 05602
804 780-0111	Virginia 115 E Grace St	Richmond	VA 23219
206 285-1980	Washington 1509 Queen Anne Ave N	Seattle	WA 98109
304 344-3446	West Virginia Box 1007	Charleston	WV 25324
608 257-4765	Wisconsin 303 E Wilson St	Madison	WI 53701
307 234-9166	Wyoming Box 241	Casper	WY 82602

UNIONS

Unions and employee associations are listed alphabetically by key word. Where applicable, AFL-CIO affiliation or independent (Ind) status is noted.

212 869-0358	Actors & Artistes of America, Associated (AFL-CIO) 165 W 46th St	New York	NY 10036
212 869-8530	Actors' Equity Assn (AFL-CIO) 165 W 46th St	New York	NY 10036
804 461-3451	Aeronautical Production Controllers, Natl Assn of (Ind) 743 Red Mill Rd	Norfolk	VA 23502
504 887-1548	Agricultural Employees, Natl Assn of Box 73-A	Metairie	LA 70033
312 767-3333	Air Line Employees Assn Intl (AFL-CIO) 5600 S Central Ave	Chicago	IL 60638
202 797-4000	Air Line Pilots Assn Intl (AFL-CIO) 1625 Massachusetts Ave NW	Washington	DC 200
202 638-6800	Air Traffic Controllers Organization, Professional (AFL-CIO) 444 N Capitol St NW	Washington	DC 20001
301 946-0882	Air Traffic Specialists, Natl Assn of (Ind) 415 Wheaton Plaza N	Wheaton	MD 20902
219 932-9400	Allied Workers Intl Union, United (Ind) 5506 Calumet Ave	Hammond	IN 46320
314 739-6142	Aluminum Brick & Clay Workers Intl Union (AFL-CIO) 3362 Hollenberg Dr	Bridgeton	MO 63044
202 637-5000	American Federation of Labor & Congress of Industrial Organizations (AFL-CIO) 815 16th St NW	Washington	DC 20006
215 564-3790	Atlantic Independent Union (Ind) 1500 Market St	Philadelphia	PA 19102
313 926-5000	Automobile Aerospace & Agricultural Implement Workers of America United (AFL-CIO) 8000 E Jefferson Ave	Detroit	MI 48214
301 933-8600	Bakery Confectionery & Tobacco Workers' Intl Union (AFL-CIO) 10401 Connecticut Ave	Kensington	MD 20895
318 448-1600	Bakery Employees Union, Independent (Ind) Box 188	Alexandria	LA 71301
212 541-7118	Basketball Players Assn, Natl (Ind) 15 Columbus Circle	New York	NY 10023
913 371-2640	Boilermakers, Iron Shipbuilders, Blacksmiths, Forgers & Helpers Intl Brotherhood of (AFL-CIO) Eighth Ave & State St	Kansas City	KS 66101
716 791-3585	Border Patrol Council, Natl (AFL-CIO) 2188 Watts Dr	Ransomville	NY 14131
202 783-3788	Bricklayers & Allied Craftsmen, Intl Union of (AFL-CIO) 815 15th St NW	Washington	DC 20005
301 657-8420	Broadcast Employees & Technicians, Natl Assn of (AFL-CIO) 7101 Wisconsin Ave	Bethesda	MD 20814
202 546-6206	Carpenters & Joiners of America, United Brotherhood of (AFL-CIO) 101 Constitution Ave NW	Washington	DC 20001
216 867-2444	Chemical Workers Union, Intl (AFL-CIO) 1655 W Market St	Akron	OH 44313
616 772-9153	Christian Labor Assn of the U S A (Ind) 9820 Gordon St	Zeeland	MI 49464
614 890-6448	Classified School Employees, American Assn of (Ind) 5806 Oak Creek Dr	Columbus	OH 43229
212 255-7800	Clothing & Textile Workers Union, Amalgamated (AFL-CIO) 15 Union Sq	New York	NY 10003
202 785-6700	Communications Workers of America (AFL-CIO) 1925 K St NW	Washington	DC 20006
213 986-4200	Composers & Lyricists Guild of America (Ind) 4058 Woodman Ave	Sherman Oaks	CA 91423
502 897-3274	Coopers' Intl Union of North America (AFL-CIO) 224 Executive Park	Louisville	KY 40207
212 432-0050	Customs Brokers & Forwarders Assn of America, Natl One World Trade Center	New York	NY 10048
216 477-8797	Die Sinkers' Conference, Intl (Ind) 4807 Rockside Rd	Cleveland	OH 44131
213 656-1220	Directors Guild of America (Ind) 7950 Sunset Blvd	Hollywood	CA 90046
201 569-9212	Distillery Wine & Allied Workers Intl Union (AFL-CIO) 66 Grand Ave	Englewood	NJ 07631
202 833-4000	Education Assn of the U S, Natl (Ind) 1201 16th St NW	Washington	DC 20036
202 296-1200	Electrical Radio & Machine Workers, Intl Union of (AFL-CIO) 1126 16th St NW	Washington	DC 20036
212 753-1960	Electrical Radio & Machine Workers of America, United (Ind) 11 E 51st St	New York	NY 10022
202 833-7000	Electrical Workers, Intl Brotherhood of (AFL-CIO) 1125 15th St NW	Washington	DC 20005
301 997-9000	Elevator Constructors, Intl Union of (AFL-CIO) 5565 Sterrett Place	Columbia	MD 21044
415 433-7280	Engineers & Scientists of California (AFL-CIO) 340 Fremont St	San Francisco	CA 94105
805 822-5671	Farm Workers of America, United (AFL-CIO) Box 62	Keene	CA 93531
202 862-4400	Fed Employees, Natl Federation of (Ind) 1016 16th St NW	Washington	DC 20036
202 872-8484	Fire Fighters, Intl Assn of (AFL-CIO) 1750 New York Ave NW	Washington	DC 20006
202 547-7540	Firemen & Oilers, Intl Brotherhood of (AFL-CIO) 200 Maryland Ave NE	Washington	DC 20002

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202 328-5400	Flight Attendants, Assn of (AFL-CIO) 1825 Massachusetts Ave NW	Washington	DC 20036
202 347-4511	Flight Engineers Intl Assn (AFL-CIO) 905 16th St NW	Washington	DC 20006
419 385-6687	Flint Glass Workers Union, American (AFL-CIO) 1440 S Byrne Rd	Toledo	OH 43614
202 223-3111	Food & Commercial Workers Intl Union, United (AFL-CIO) 1775 K St NW	Washington	DC 20006
202 463-2200	Football League Players Assn, Natl (Ind) 1300 Connecticut Ave NW	Washington	DC 20036
212 242-5450	Fur Leather & Machineworkers Union (Ind) 109 W 26th St	New York	NY 10001
615 889-8860	Furniture Workers of America, United (AFL-CIO) 1910 Air Lane Dr	Nashville	TN 37210
212 677-0573	Garment Workers of America, United (AFL-CIO) 200 Park Ave S	New York	NY 10003
215 565-5051	Glass Bottle Blowers Assn of U S & Canada (AFL-CIO) 608 E Baltimore Pike	Media	PA 19063
202 737-8700	Government Employees, American Federation of (AFL-CIO) 1325 Massachusetts Ave NW	Washington	DC 20005
202 365-4411	Government Employees, Natl Assn of (Ind) 2139 Wisconsin Ave NW	Washington	DC 20007
804 444-8336	Government Inspectors, Natl Assn of (Ind) Box 15043	Norfolk	VA 23513
804 853-1626	Government Inspectors & Quality Assurance Personnel, Natl Assn of (Ind) 4916 Woolsey St	Norfolk	VA 23513
612 545-0211	Grain Millers, American Federation of (AFL-CIO) 4949 Olson Memorial Highway	Minneapolis	MN 55422
212 777-7352	Graphic Artists Guild, Natl (Ind) 30 E 20th St	New York	NY 10003
202 872-7900	Graphic Arts Intl Union (AFL-CIO) 1900 L St NW	Washington	DC 20036
502 454-0278	Guards Union of America, Intl (Ind) 1444 Gardiner Lane	Louisville	KY 40213
212 598-4600	Hatters Cap & Millinery Workers Intl Union, United (AFL-CIO) 44 E 23rd St	New York	NY 10010
212 689-7040	Health Professionals, Intl Federation of (Ind) 295 Madison Ave	New York	NY 10017
202 785-2388	Heat & Frost Insulators & Asbestos Workers, Intl Assn of (AFL-CIO) 1300 Connecticut Ave NW	Washington	DC 20036
212 674-1923	Hebrew Actors Union (AFL-CIO) 31 E Seventh St	New York	NY 10003
305 523-7482	Horseshoers of U S & Canada, Intl Union of Journeymen (AFL-CIO) 1218 Guava Isle	Ft Lauderdale	FL 33315
513 621-0300	Hotel & Restaurant Employees & Bartenders Intl Union (AFL-CIO) 120 E Fourth St	Cincinnati	OH 45202
618 462-2447	Independent Unions, Congress of (Ind) 303 Ridge St	Alton	IL 62002
202 659-1490	Independent Unions, Natl Federation of (Ind) 1111 19th St NW	Washington	DC 20036
212 291-3434	Industrial Trade Unions, Natl Organization of (Ind) 148-06 Hillside Ave	Jamaica	NY 11435
414 645-9500	Industrial Workers of America, Intl Union Allied (AFL-CIO) 3520 W Oklahoma Ave	Milwaukee	WI 53215
419 224-1030	Industrial Workers Union, Natl (Ind) 514 N Main St	Lima	OH 45801
206 623-5117	Inland Boatmens Union of the Pacific 2700 First Ave	Seattle	WA 98104
202 842-1127	Insurance Workers Intl Union (AFL-CIO) 1017 12th St NW	Washington	DC 20005
202 383-4800	Iron Workers, Intl Assn of Bridge, Structural & Ornamental (AFL-CIO) 1750 New York Ave NW	Washington	DC 20006
212 242-0700	Labor Union Women, Coalition of (Ind) 15 Union Sq	New York	NY 10003
202 737-8320	Laborers Intl Union of North America (AFL-CIO) 905 16th St NW	Washington	DC 20006
215 743-9358	Lace Operatives of America, Amalgamated (Ind) 4013 Glendale St	Philadelphia	PA 19124
212 265-7000	Ladies Garment Workers Union, Intl (AFL-CIO) 1710 Broadway	New York	NY 10019
412 471-4829	Laundry & Dry Cleaning Intl Union (AFL-CIO) 307 Fourth Ave	Pittsburgh	PA 15222
312 726-9416	Laundry Dry Cleaning & Dye House Workers Intl Union (Ind) 360 N Michigan Ave	Chicago	IL 60601
212 675-9240	Leather Goods Plastics & Novelty Workers Union, Intl (AFL-CIO) 265 W 14th St	New York	NY 10011
617 531-5605	Leather Workers Intl Union of America (AFL-CIO) 11 Peabody Sq	Peabody	MA 01960
202 393-4695	Letter Carriers, Natl Assn of (AFL-CIO) 100 Indiana Ave NW	Washington	DC 20001
919 596-9609	Licensed Practical Nurses, Natl Federation of (Ind) 214 S Driver St Box 11038	Durham	NC 27703
414 273-7849	Life Insurance Agents, Intl Union of (Ind) 161 W Wisconsin Ave	Milwaukee	WI 53203
216 241-2630	Locomotive Engineers, Brotherhood of (Ind) 1112 Brotherhood of Locomotive Engineers Bldg	Cleveland	OH 44114
415 775-0533	Longshoremen's & Warehousemen's Union, Intl (Ind) 1188 Franklin St	San Francisco	CA 94109
212 425-1200	Longshoremen's Assn, Intl (AFL-CIO) 17 Battery Place	New York	NY 10004
401 438-5849	Machine Printers & Engravers Assn of the US (Ind) 690 Warren Ave	East Providence	RI 02914
202 857-5200	Machinists & Aerospace Workers, Intl Assn of (AFL-CIO) 1300 Connecticut Ave NW	Washington	DC 20036
313 868-0490	Maintenance of Way Employees, Brotherhood of (AFL-CIO) 12050 Woodward Ave	Detroit	MI 48203
212 581-8484	Major League Baseball Players Assn (Ind) 1370 Ave of the Americas	New York	NY 10019
301 589-8820	Marine & Shipbuilding Workers of America, Industrial Union of (AFL-CIO) 8121 Georgia Ave	Silver Spring	MD 20910
202 347-8585	Marine Engineers Beneficial Assn, Natl (AFL-CIO) 444 N Capitol St	Washington	DC 20001
212 924-3900	Maritime Union of America, Natl (AFL-CIO) 346 W 17th St	New York	NY 10011
212 425-3860	Masters Mates & Pilots, Intl Organization of (AFL-CIO) 39 Broadway	New York	NY 10006
313 372-5700	Mechanics Educational Society of America (AFL-CIO) 15300 E Seven Mile Rd	Detroit	MI 48205
513 531-2500	Metal Polishers Buffers Platers & Allied Workers Intl Union (AFL-CIO) 5578 Montgomery Rd	Cincinnati	OH 45212
202 842-7200	Mine Workers of America, United (Ind) 900 15th St NW	Washington	DC 20005
513 221-1525	Molders & Allied Workers Union, Intl (AFL-CIO) 1225 E McMillan St	Cincinnati	OH 45206
213 876-4330	Motion Picture & Television Art Directors, Society of (Ind) 7715 Sunset Blvd	Hollywood	CA 90046
212 265-3687	Musical Artists, American Guild of (AFL-CIO) 1841 Broadway	New York	NY 10023
212 869-1330	Musicians of the U S & Canada, American Federation of (AFL-CIO) 1500 Broadway	New York	NY 10036
202 655-4000	Natl Labor Relations Board Professional Assn (Ind) 1717 Pennsylvania Ave NW	Washington	DC 20006
206 442-4532	Natl Labor Relations Board Union (Ind) 2948 Fed Bldg	Seattle	WA 98174
202 296-2990	Newspaper Guild (AFL-CIO) 1125 15th St NW	Washington	DC 20005
212 889-1212	Novelty & Production Workers, Intl Union of Allied (AFL-CIO) 147 E 26th St	New York	NY 10010
202 797-4491	Nurses & Health Professionals, Federation of (AFL-CIO) 11 Dupont Circle NW	Washington	DC 20036
816 474-5720	Nurses' Assn, American 2420 Pershing Rd	Kansas City	MO 64108
212 675-3210	Office & Professional Employees Intl Union (AFL-CIO) 265 W 14th St	New York	NY 10011
303 893-0811	Oil Chemical & Atomic Workers Intl Union (AFL-CIO) Box 2812	Denver	CO 80201
202 429-9100	Operating Engineers, Intl Union of (AFL-CIO) 1125 17th St NW	Washington	DC 20036
202 822-7850	Overseas Education Assn Inc (AFL-CIO) 1201 16th St NW	Washington	DC 20036
415 362-4592	Pacific Coast Marine Firemen Oilers Watertenders & Wipers Assn (AFL-CIO) 240 Second St	San Francisco	CA 94105
913 371-5538	Packinghouse & Industrial Workers, Natl Brotherhood of (Ind) 3855 Sellcrossing Dr	Kansas City	KS 66104
202 637-0700	Painters & Allied Trades, Intl Brotherhood of (AFL-CIO) 1750 New York Ave NW	Washington	DC 20006
615 254-6666	Paperworkers Intl Union, United (AFL-CIO) Box 1475	Nashville	TN 37202
703 557-2975	Patent Office Professional Assn (Ind) Box 2745	Arlington	VA 22202
703 525-9234	Pattern Makers League of North America (AFL-CIO) 1925 N Lynn St	Arlington	VA 22209
805 833-6285	Petroleum & Industrial Workers, Intl Union of (AFL-CIO) 110 New Stine Rd	Bakersfield	CA 93309
415 981-8320	Physicians & Dentists, Union of American (Ind) 870 Market St	San Francisco	CA 94102
707 745-3554	Planners Estimators & Progressmen, Natl Assn of (Ind) 310 West M St	Benicia	CA 94510
313 772-7250	Plant Guard Workers of America, Intl Union of United (Ind) 25510 Kelly Rd	Roseville	MI 48066
617 581-1971	Plant Protection Employees Union (Ind) 243 Western Ave	West Lynn	MA 01904
202 393-6569	Plasterers & Cement Masons Intl Assn of the U S & Canada, Operative (AFL-CIO) 1125 17th St NW	Washington	DC 20036
215 521-2495	Plate Printers Die Stampers & Engravers Union of North America, Intl (AFL-CIO) 228 S Swarthmore Ave	Ridley Park	PA 19078
202 628-5823	Plumbing & Pipe Fitting Industry of the U S & Canada, United Assn of Journeymen & Apprentices of the (AFL-CIO) 901 Massachusetts Ave NW	Washington	DC 20001
301 488-6880	Police, Fraternal Order of (Ind) 5613 Belair Rd	Baltimore	MD 21206
202 546-0010	Police Assns, Intl Union of (AFL-CIO) 412 First St SE	Washington	DC 20003
202 332-4313	Postal & Federal Employees, Natl Alliance of (Ind) 1644 11th St NW	Washington	DC 20001
202 484-6070	Postal Supervisors, Natl Assn of (Ind) 490 L Enfant Plaza East SW	Washington	DC 20024
202 842-4200	Postal Workers Union, American (AFL-CIO) 817 14th St NW	Washington	DC 20005
703 548-5922	Postmasters of the U S, Natl League of (Ind) 1023 N Royal St	Alexandria	VA 22314
216 386-5653	Pottery & Allied Workers, Intl Brotherhood of (AFL-CIO) Box 988	East Liverpool	OH 43920
202 293-2185	Printing & Graphic Communications Union, Intl (AFL-CIO) 1730 Rhode Island Ave NW	Washington	DC 20036
212 858-4900	Production Service & Sales Union, Intl (Ind) 100 Livingston St	Brooklyn	NY 11201
301 565-9016	Professional & Technical Engineers, Intl Federation of (AFL-CIO) 818 Roeder Rd	Silver Spring	MD 20910
503 228-7498	Pulp & Paper Workers, Assn of Western (Ind) 1430 SW Clay	Portland	OR 97201
212 689-5754	Radio Assn, American (AFL-CIO) 270 Madison Ave	New York	NY 10016
312 439-3732	Railroad Signalmen, Brotherhood of (AFL-CIO) 601 W Golf Rd Box U	Mount Prospect	IL 60056
312 696-2510	Railroad Yardmasters of America (AFL-CIO) 1411 Peterson Ave	Park Ridge	IL [illegible]
301 948-4910	Railway Airline & Steamship Clerks Freight Handlers Express & Station Employees, Brotherhood of (AFL-CIO) 3 Research Place	Rockville	MD 20850
816 561-1112	Railway Carmen of the U S & Canada, Brotherhood of (AFL-CIO) 4929 Main St	Kansas City	MO 64112
202 737-1541	Railway Labor Executives Assn (AFL-CIO) 400 First St NW	Washington	DC 20001
212 684-5300	Retail Wholesale & Department Store Union (AFL-CIO) 30 E 29th St	New York	NY 10016
312 681-1000	Retail Workers Union, United (Ind) 9865 W Roosevelt Rd	Westchester	IL 60153
202 638-3228	Roofers Waterproofers & Allied Workers, United Union of (AFL-CIO) 1125 17th St NW	Washington	DC 20036
216 376-6181	Rubber Cork Linoleum & Plastic Workers of America, United (AFL-CIO) 87 S High St	Akron	OH 44308
202 393-5840	Rural Letter Carriers, Assn, Natl (Ind) 1750 Pennsylvania Ave NW	Washington	DC 20006
212 697-5111	School Administrators, American Federation of (AFL-CIO) 110 E 42nd St	New York	NY 10017
213 876-3030	Screen Actors Guild (AFL-CIO) 7750 Sunset Blvd	Hollywood	CA 90046
213 851-4301	Screen Extras Guild (AFL-CIO) 3629 Cahuenga Blvd	West Hollywood	CA 90068
212 499-6600	Seafarers, Intl Union of North America (AFL-CIO) 675 Fourth Ave	Brooklyn	NY 11232
415 895-9905	Security Officers, Intl Union of (Ind) 2404 Merced St	San Leandro	CA 94577
202 452-8750	Service Employees Intl Union (AFL-CIO) 2020 K St NW	Washington	DC 20006
202 783-5880	Sheet Metal Workers, Intl Assn (AFL-CIO) 1750 New York Ave NW	Washington	DC 20006
617 587-2606	Shoe & Allied Craftsmen, Brotherhood of (Ind) 838 Main	Brockton	MA 02401
201 836-9158	Siderographers, Intl Assn of (AFL-CIO) 1134 Boulevard	New Milford	NJ 07646
202 463-2200	Soccer League Players Assn, North American (Ind) 1300 Connecticut Ave NW	Washington	DC 20036
615 569-8335	Southern Labor Union (Ind) Alberta Ave at Second St	Oneida	TN 37841
212 391-1070	Stage Directors & Choreographers, Society of (Ind) 1501 Broadway	New York	NY 10036
202 452-4800	State County & Municipal Employees, American Federation of (AFL-CIO) 1625 L St NW	Washington	DC 20036
412 322-3608	Steel Haulers, Fraternal Assn of (Ind) 914 James St	Pittsburgh	PA 15212
412 562-2400	Steelworkers of America, United (AFL-CIO) 5 Gateway Center	Pittsburgh	PA 15222
314 664-3736	Stove Furnace & Allied Appliance Workers, Intl Union of North America (AFL-CIO) 2929 S Jefferson Ave	St Louis	MO 63118
202 797-4400	Teachers, American Federation of (AFL-CIO) 11 Dupont Circle NW	Washington	DC 20036
202 624-6800	Teamsters Chauffeurs Warehousemen & Helpers of America Intl Brotherhood of (Ind) 25 Louisiana Ave NW	Washington	DC 20001

UNITED NATIONS

301 762-6666	Technicians, Assn of Civilian (Ind) 932 Hungerford Dr	Rockville	MD 20850
203 288-2445	Telecommunications Intl Union (Ind) Box 5462	Hamden	CT 06518
301 762-4444	Telegraph Workers, United (AFL-CIO) 701 Gude Dr	Rockville	MD 20850
212 265-7700	Television & Radio Artists, American Federation of (AFL-CIO) 1350 Ave of the Americas	New York	NY 10019
617 686-2901	Textile Workers of America, United (AFL-CIO) 420 Common St	Lawrence	MA 01842
212 730-1770	Theatrical Stage Employees & Moving Picture Machine Operators of the U S & Canada, Intl Alliance of (AFL-CIO) 1515 Broadway	New York	NY 10036
703 549-3080	Tile Marble Terrazzo Finishers Shopworkers & Granite Cutters Intl Union (AFL-CIO) 801 N Pitt St	Alexandria	VA 22314
309 788-0776	Tool Craftsmen, Intl Assn of (Ind) 3243 37th Ave	Rock Island	IL 61201
201 388-3323	Tool Die & Mold Makers, Intl Union of (Ind) 71 Cherry St	Rahway	NJ 07036
703 557-3275	Trademark Society (Ind) Box 2631	Arlington	VA 22202
312 795-5656	Train Dispatchers Assn, American (AFL-CIO) 1401 S Harlem Ave	Berwyn	IL 60402
202 537-1645	Transit Union, Amalgamated (AFL-CIO) 5151 Wisconsin Ave NW	Washington	DC 20016
212 873-6000	Transport Workers Union of America (AFL-CIO) 1980 Broadway	New York	NY 10023
216 228-9400	Transportation Union, United (AFL-CIO) 14600 Detroit Ave	Lakewood	OH 44107
202 785-4411	Treasury Employees Union, Natl (Ind) 1730 K St NW	Washington	DC 20006
303 636-2341	Typographical Union, Intl (AFL-CIO) 301 S Union Blvd	Colorado Springs	CO 80910
215 923-5700	Upholsterers, Intl Union of North America (AFL-CIO) 25 N Fourth St	Philadelphia	PA 19106
202 347-8105	Utility Workers Union of America (AFL-CIO) 815 16th St NW	Washington	DC 20006
212 675-1003	Variety Artists, American Guild of (AFL-CIO) 184 Fifth Ave	New York	NY 10010
717 392-7256	Watch Workers Union, American (Ind) Orange St	Lancaster	PA 17602
212 836-3508	Watchmen's Assn, Independent (Ind) 8619 86th St	New York	NY 11209
202 783-3131	Weather Service Employees Organization, Natl (AFL-CIO) 444 N Capitol St	Washington	DC 20001
412 471-3815	Westinghouse Independent Salaried Unions, Federation of (Ind) 304 Carlton House	Pittsburgh	PA 15219
503 285-5281	Woodworkers of America, Intl (AFL-CIO) 1622 N Lombard St	Portland	OR 97217
212 245-6180	Writers Guild of America East (Ind) 555 W 57th St	New York	NY 10019
213 550-1000	Writers Guild of America West (Ind) 8955 Beverly Blvd	Los Angeles	CA 90048

UNITED NATIONS

212 754-1234	United Nations Directory & Staff/UN Secretariat First Ave & 42nd St	New York	NY 10017
212 754-7113	United Nations General Information/Secretariat First Ave & 46th St	New York	NY 10017

UN AGENCIES

212 754-6036	Food & Agriculture Organization One UN Plaza	New York	NY 10017
212 754-6010	Intl Atomic Energy Agency UN Secretariat	New York	NY 10017
212 754-4790	U N Development Programme One UN Plaza	New York	NY 10017
212 754-5995	UNESCO UN Secretariat	New York	NY 10017
212 754-8139	U N Environment Programme UN Secretariat	New York	NY 10017
212 754-8220	U N Fund for Population Activities UN Secretariat	New York	NY 10017
212 754-6879	UNICEF 866 UN Plaza	New York	NY 10017
212 754-8638	UNITAR 801 UN Plaza	New York	NY 10017
212 754-6008	World Bank 747 Third Ave	New York	NY 10017
212 754-6132	World Health Organization UN Secretariat	New York	NY 10017

MISSIONS TO THE UN

212 754-1191	Afghanistan 866 UN Plaza	New York	NY 10017
212 722-1831	Albanian People's Republic 250 E 87th St	New York	NY 10028
212 750-1960	Algeria 15 E 47th St	New York	NY 10017
212 688-6300	Argentina One UN Plaza	New York	NY 10017
212 421-6910	Australia 885 Second Ave	New York	NY 10017
212 949-1840	Austria 809 UN Plaza	New York	NY 10017
212 421-6925	Bahamas 767 Third Ave	New York	NY 10017
212 751-6805	Bahrain 747 Third Ave	New York	NY 10017
212 867-3434	Bangladesh 821 UN Plaza	New York	NY 10017
212 867-8431	Barbados 800 Second Ave	New York	NY 10017
212 599-5250	Belgium 809 UN Plaza	New York	NY 10017
212 249-6014	Benin 4 E 73rd St	New York	NY 10021
212 371-6235	Bhutan 866 Second Ave	New York	NY 10017
212 682-8132	Bolivia 211 E 43rd St	New York	NY 10017
212 759-6587	Botswana 866 Second Ave	New York	NY 10017
212 832-6868	Brazil 747 Third Ave	New York	NY 10017
212 737-4790	Bulgarian People's Republic 11 E 84th St	New York	NY 10028
212 535-1310	Burma (Union of) 10 E 73rd St	New York	NY 10021
212 687-1180	Burundi 201 E 42nd St	New York	NY 10017
212 535-3420	Byelorussian SSR 136 E 67th St	New York	NY 10021
212 794-2295	Cameroon 22 E 73rd St	New York	NY 10021
212 751-5600	Canada 866 UN Plaza	New York	NY 10017
212 689-3750	Central African Republic 386 Park Ave S	New York	NY 10016
212 986-0980	Chad 211 E 43rd St	New York	NY 10017
212 687-7547	Chile 809 UN Plaza	New York	NY 10017
212 787-3838	China (People's Republic of) 155 W 66th St	New York	NY 10023
212 355-7776	Colombia 140 E 57th St	New York	NY 10022
212 744-7840	Congo 14 E 65th St	New York	NY 10021
212 986-6373	Costa Rica 211 E 43rd St	New York	NY 10017
212 689-7215	Cuba 315 Lexington Ave	New York	NY 10016
212 686-6016	Cyprus 13 E 40th St	New York	NY 10016
212 535-8814	Czechoslovak Socialist Republic 1109 Madison Ave	New York	NY 10028
212 867-1530	Denmark 235 E 42nd St	New York	NY 10017
212 867-0833	Dominican Republic 144 E 44th St	New York	NY 10017
212 986-6670	Ecuador 820 Second Ave	New York	NY 10017
212 879-6300	Egyptian Arab Republic 36 E 67th St	New York	NY 10021
212 679-1616	El Salvador 46 Park Ave	New York	NY 10016
212 599-1523	Equatorial Guinea 801 Second Ave	New York	NY 10017
212 421-1830	Ethiopia 866 UN Plaza	New York	NY 10017
212 355-7316	Fiji One UN Plaza	New York	NY 10017
212 355-2100	Finland 866 UN Plaza	New York	NY 10017
212 308-5700	France 885 Second Ave	New York	NY 10017
212 867-3100	Gabonese Republic 820 Second Ave	New York	NY 10017
212 752-6213	Gambia 19 E 47th St	New York	NY 10017
212 686-2596	German Democratic Republic 58 Park Ave	New York	NY 10016
212 949-9200	German Fedl Republic 600 Third Ave	New York	NY 10016
212 832-1300	Ghana 19 E 47th St	New York	NY 10017
212 490-6060	Greece 733 Third Ave	New York	NY 10017
212 599-0301	Grenada 141 E 44th St	New York	NY 10017
212 679-4760	Guatemala 57 Park Ave	New York	NY 10016
212 697-4330	Guinea 820 Second Ave	New York	NY 10017
212 661-3977	Guinea-Bissau 211 E 43rd St	New York	NY 10017
212 953-0930	Guyana 622 Third Ave	New York	NY 10017
212 986-9686	Haiti 801 Second Ave	New York	NY 10017
212 557-6390	Honduras 415 Lexington Ave	New York	NY 10017
212 535-8660	Hungarian People's Republic 10 E 75th St	New York	NY 10021
212 686-4100	Iceland 370 Lexington Ave	New York	NY 10017
212 879-7800	India 3 E 64th St	New York	NY 10017
212 557-8800	Indonesia 733 Third Ave	New York	NY 10017
212 737-4433	Iraq 14 E 79th St	New York	NY 10021
212 421-6934	Ireland One Dag Hammarskjold Plaza	New York	NY 10017
212 687-5500	Israel 800 Second Ave	New York	NY 10017
212 486-9191	Italy 747 Third Ave	New York	NY 10017
212 988-3930	Ivory Coast 46 E 74th St	New York	NY 10021
212 688-7040	Jamaica 866 Second Ave	New York	NY 10017
212 421-9580	Japan 866 UN Plaza	New York	NY 10017
212 752-0135	Jordan Hashemite Kingdom 866 UN Plaza	New York	NY 10017
212 421-4740	Kenya 866 UN Plaza	New York	NY 10017
212 661-1580	Kuwait 801 Second Ave	New York	NY 10017
212 986-0227	Lao People's Democratic Republic 321 E 45th St	New York	NY 10017
212 355-5460	Lebanon 866 UN Plaza	New York	NY 10017
212 421-7543	Lesotho 866 UN Plaza	New York	NY 10017
212 687-1033	Liberia 300 E 44th St	New York	NY 10017
212 752-5775	Libyan Arab Republic 866 UN Plaza	New York	NY 10017
212 751-9650	Luxembourg One Dag Hammarskjold Plaza	New York	NY 10017
212 986-9491	Madagascar 801 Second Ave	New York	NY 10017
212 986-9491	Malagasy Republic 801 Second Ave	New York	NY 10017
212 755-8470	Malawi 767 Third Ave	New York	NY 10017
212 986-6310	Malaysia 866 Third Ave	New York	NY 10017
212 688-0776	Maldives 212 E 47th St	New York	NY 10017
212 737-4150	Mali 111 E 69th St	New York	NY 10021
212 725-2345	Malta 249 E 35th St	New York	NY 10016
212 697-2490	Mauritania (Islamic Republic of) 600 Third Ave	New York	NY 10016
212 949-0190	Mauritius 820 Second Ave	New York	NY 10017
212 679-6416	Mexico 8 E 41st St	New York	NY 10017
212 861-9460	Mongolian People's Republic 6 E 77th St	New York	NY 10021
212 421-1580	Morocco One Dag Hammarskjold Plaza	New York	NY 10017
212 986-1989	Nepal 711 Third Ave	New York	NY 10017
212 697-5547	Netherlands 711 Third Ave	New York	NY 10017
212 826-1960	New Zealand One UN Plaza	New York	NY 10017
212 490-7997	Nicaragua 820 Second Ave	New York	NY 10017
212 421-3260	Niger 417 E 50th St	New York	NY 10022
212 953-9130	Nigeria 733 Third Ave	New York	NY 10017
212 421-0280	Norway 825 Third Ave	New York	NY 10022
212 355-3505	Oman 866 UN Plaza	New York	NY 10017
212 879-8600	Pakistan 8 E 65th St	New York	NY 10021
212 421-5420	Panama 866 UN Plaza	New York	NY 10017
212 682-6447	Papua New Guinea 100 E 42nd St	New York	NY 10017
212 687-3490	Paraguay 211 E 43rd St	New York	NY 10017
212 752-5990	Peru 301 E 47th St	New York	NY 10017
212 764-1300	Philippines 556 Fifth Ave	New York	NY 10036
212 744-2506	Polish People's Republic 9 E 66th St	New York	NY 10021
212 759-9444	Portugal 777 Third Ave	New York	NY 10017
212 486-9335	Qatar 747 Third Ave	New York	NY 10017
212 682-3274	Romanian Socialist Republic 373-377 Fifth Ave	New York	NY 10016
212 753-6010	Rwanda 124 E 39th St	New York	NY 10016
212 697-4211	Sao Tome & Principe 801 Second Ave	New York	NY 10017
212 697-4830	Saudi Arabia 405 Lexington Ave	New York	NY 10174
212 661-8866	Senegal 51 E 42nd St	New York	NY 10017
212 687-9766	Seychelles 820 Second Ave	New York	NY 10017
212 570-0030	Sierra Leone 57 E 64th St	New York	NY 10021
212 826-0840	Singapore One UN Plaza	New York	NY 10017
212 687-9877	Somali Democratic Republic 711 Third Ave	New York	NY 10017
212 687-3680	South Africa 300 E 42nd St	New York	NY 10017
212 661-1050	Spain 809 UN Plaza	New York	NY 10017
212 986-7040	Sri Lanka 630 Third Ave	New York	NY 10017
212 421-2680	Sudan 210 E 49th St	New York	NY 10017
212 826-0660	Surinam One UN Plaza	New York	NY 10017
212 371-8910	Swaziland 866 UN Plaza	New York	NY 10017
212 751-5900	Sweden 825 Third Ave	New York	NY 10022
212 752-4250	Syrian Arab Republic 964 Third Ave	New York	NY 10022
212 972-9160	Tanzania 201 E 42nd St	New York	NY 10017
212 699-1004	Thailand 628 Second Ave	New York	NY 10016
212 490-3455	Togo 112 E 40th St	New York	NY 10016
212 697-7620	Trinidad & Tobago 801 Second Ave	New York	NY 10017
212 557-3344	Tunisia 405 Lexington Ave	New York	NY 10174
212 949-0150	Turkey 821 UN Plaza	New York	NY 10017
212 949-0110	Uganda 336 E 45th St	New York	NY 10017
212 535-3418	Ukrainian SSR 136 E 67th St	New York	NY 10021
212 371-0480	United Arab Emirates 747 Third Ave	New York	NY 10017
212 752-8400	United Kingdom of Great Britain 845 Third Ave	New York	NY 10022
212 826-4524	United States of America 799 UN Plaza	New York	NY 10017
212 355-4560	Upper Volta 866 UN Plaza	New York	NY 10017
212 752-8240	Uruguay 301 E 47th St	New York	NY 10017
212 861-4900	USSR 136 E 67th St	New York	NY 10021
212 838-2800	Venezuela 231 E 46th St	New York	NY 10017
212 355-1730	Yemen Arab Republic 747 Third Ave	New York	NY 10017
212 752-3066	Yemen (People's Democratic Republic of) 413 E 51st St	New York	NY 10022
212 879-8700	Yugoslavia 854 Fifth Ave	New York	NY 10021
212 754-1966	Zaire 767 Third Ave	New York	NY 10017
212 421-7620	Zambia 237 E 52nd St	New York	NY 10022

BEST COPY AVAILABLE

VOCATIONAL EDUCATORS PROFESSIONAL JOURNALS AND PUBLICATIONS

AGRICULTURE
Agriculture Education
Farm Journal
Journal of Farm Economics
Successful Farming

BUSINESS/OFFICE
Balance Sheet
Business Education Forum
Business Education World
Changing Times
Journal of Business Education
Today's Office

COOPERATIVE EDUCATION
Journal of Cooperative Education
Workplace Education

GUIDANCE
AACD Guidepost
ACES Newsletter
ASCA Counselor
IACD Newsletter
ISCA Newsletter
Personnel and Guidance Journal
School Counselors Journal

HEALTH OCCUPATIONS
American Journal of Nursing
Health Occupations
Idaho VICA--Conquering New Frontiers
ISOA News
Nursing Outlook
Nursing Research
RN Idaho

HOME ECONOMICS
AHEA Action
Forecast
Home Economics Research Journal
Illinois Teacher of Home Economics
Journal of Home Economics
Teen Time
Tips 'n Topics
What's New in Home Economics

INDUSTRIAL ARTS
Industrial Education
School Shop
The Technology Teacher

MARKETING
Advisor
Balance Sheet
Business Education World
MDE Digest
Marketing Educators' News
New Dimensions
Venture Newswire (Entrepreneurship)

SPECIAL NEEDS
Journal for Vocational Special Needs Education

TRADE & TECHNICAL

The Advance (VICA)
AFL-CIO News
RIT'S Technical & Education Center of the Graphic Arts
Technology Network

VOCATIONAL EDUCATION STUDENT ORGANIZATIONS

American Industrial Arts Student Association (AIASA) -
1908 Association Drive; Reston, VA 22091

Distributive Education Clubs of America (DECA) -
1908 Association Drive; Reston, VA 22091

Future Business Leaders of America-Phi Beta Lambda (FBLA-PBL) -
1908 Association Drive; Reston, VA 22091

Future Farmers of America (FFA) -
5630 Mount Vernon Highway; Alexandria, VA 22309

Future Homemakers of America (FHA and HERO) -
1910 Association Drive; Reston, VA 22091

Health Occupations Students of America (HOSA) -
Bayard Building, Suite 206, 2 East 7th Street; Wilmington, DE 1980

National Postsecondary Agricultural Student Organization (NPASO) -
Box 34; Cobleskill, NY 12043

Office Education Association (OEA) -
1120 Morse Road; Columbus, OH 43229

Vocational Industrial Clubs of America (VICA) -
P. O. Box 3000; Leesburg, VA 22075

PROFESSIONAL ASSOCIATION MEETINGS IN IDAHO & NATIONALLY FOR TEACHER-COORDINATORS & STUDENTS*

JULY	Third Week - National FHA Leadership Meeting Last Week - State Dental Association Convention
AUGUST	Second Week - Idaho State Division of Vocational Education Summer Conference (IVA)
SEPTEMBER	-
OCTOBER	First Week - DECA Advisors/Chapter Officers Leadership Retreat Second Week - VICA Advisors and Students Leadership Conference Delta Epsilon Chi Advisors/Students Leadership Retreat
NOVEMBER	Second Week - National FFA Meeting Third Week - Western Region DECA/Delta Epsilon Chi Leadership Conference
DECEMBER	First Week - American Vocational Association Convention
JANUARY	
FEBRUARY	Second Week - National Vocational Education Week
MARCH	First Week - Idaho Postsecondary DECA Competition/Leadership Conference Last Week - VICA, DECA, OEA, FHA, FFA, IIASA Competition/Leadership Conferences
APRIL	Last Week - National OEA Secondary Competition/Leadership Conference National Delta Epsilon Chi Career Development Conference
MAY	First Week - National Secondary & Collegiate DECA Career Development Conference Second Week - IIASA State Leadership Conference IA Student Exhibitions
JUNE	Second Week - FFA Idaho Judging Contests Third Week - Joint Student Leadership Training Conference (All State Officers from Each Student Organization) Fourth Week - National VICA Competition/Leadership Conference

*Check with Idaho State Division of Vocational Education for specific dates.

SECTION IX

RESOURCES FOR COOPERATIVE EDUCATION

CONTENTS

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SUGGESTED SPEAKERS FOR THE RELATED COOPERATIVE CLASS

Counselors

Teachers

Advisory Committee Members

Personnel Managers

Small Business Owners/Managers

Corporate Store Managers

Student Employers/Supervisors

Public and Private Employment Agency Counselors

Business Organization Speaker Bureaus

Professional Association Speaker Bureaus

Union Officials

Political Figures

Parents of Students

Students in the Related Cooperative Class

Co-workers of the Students in the Related Cooperative Class

Former Students/Graduates of the Program

LIST OF INTEREST INVENTORIES, VOCATIONAL PREFERENCES, AND WORK VALUES INVENTORIES

Educational and Industrial Testing P. O. Box 7234 San Diego, CA 92107	California Occupational Preference Survey
Harcourt, Brace, Jovanovich Inc. 757 Third Avenue New York, NY 10017	Gordon Occupational Checklist Ohio Vocational Interest Survey
Sheridan Psychological Services P. O. Box 6101 Orange, CA 92667	Guildford-Zimmerman Interest Inventory
Scholastic Testing Service, Inc. 480 Meyer Road Bensenville, IL 60106	Hall Occupational Orientation Inventory
Science Research Associates, Inc. 259 East Erie Street Chicago, IL 60611	Kuder Occupational Interest Survey Kuder Vocational Preference Record Kuder General Interest Survey
Psychological Corporation 757 Third Avenue New York, NY 10017	Minnesota Vocational Interest Inventory Work Environment Preference Schedule
Psychometric Affiliates Box 3167 Munster, IN 46321	Pictorial Study of Values
Stanford University Press Stanford, CA 94305	Strong-Campbell Interest Inventory Strong Vocational Interest Blank
Houghton-Mifflin Company 110 Tremont Street Boston, MA 02107	Study of Values Work Values Inventory The Assessment of Career Development
Consulting Psychologists Press, Inc. 577 College Avenue Palo Alto, CA 94306	Vocational Preference Inventory Self-Directed Search
Career Education Media, Inc. P. O. Box 27083 Tempe, AZ 85282	Picture Interest Exploration Survey

Learning Concepts 2501 North Lamar Austin, TX 78705	Comprehensive Career Assessment Scale
CFKR Career Materials P. O. Box 437 Meadow Vista, CA 95722	Job-O Interest Inventories
Western Psychological Services Box 775 Beverly Hills, CA	Geist Picture Inventory
Career Choice 2923 North 67th Place Scottsdale, AZ 85251	World of Work Inventory
National Computer Systems 4401 West 76th Street Minneapolis, MN 55435	Career Assessment Inventory
Educational Interest Testing Associates P. O. Box 511 Main Post Office Dearborn, MI	Educational Interest Inventory

There a great many aids currently available to assist the student in researching specific job characteristics. The availability of commercially prepared materials seems to expand on a daily basis, as more and more publishers have developed filmstrips and cassettes that are designed to relate important information, insights, and impressions of a personal nature about the job-holder as an individual, rather than giving statistical data or focusing on abstract generalities. As more and more of these aids are developed, prices will be adjusted and, hopefully, to the point where all schools can accumulate a basic resource file.

Our old "reliables"--Occupational Outlook Handbook (OOH) and Dictionary of Occupational Titles (DOT)--are as valuable as ever and usually within the budget of most schools. The Idaho Career Information System provides localized information about occupations and educational/training programs.

Occupational Outlook Handbook (OOH)

Job titles are found by referring to the Index of Occupations and Industries at the front or back of the Handbook. Titles in the Index are listed alphabetically showing the OOH page on which the description of that occupation is presented.

Descriptions cover what a person actually does on the job, the abilities and interests called for, schooling and training required, working conditions, and the job opportunities in coming years.

Features that include an interesting format, comprehensiveness, frequent revision, and low cost make the OOH considered among the best sources of knowledge about occupations and a key tool for helping people in their career decisions.

Dictionary of Occupational Titles (DOT)

Volume I contains brief occupational descriptions listed alphabetically by title. Concise descriptions only are presented of the activities involved in these jobs. Good source of job activity information for jobs not listed in the OOH.

Volume II--Job titles are organized according to a six-digit code into 114 worker trait groups having the same basic occupational, industrial, or worker characteristics. The last three digits of the code describe a level of involvement with (1) date, (2) people, (3) things. The 0 to 8 code represents the hierarchy. The higher the number, the lower the relationship.

Category	Division	Group	Data	People	Things
8	4	2	7	8	1

The 7 and 8 code respectively for data and people indicate "no significant relationship." The 1 for things represents a high level of involvement with things (precision working). A further description of this concept is presented in Appendix A of Volume II of the DOT.

In Volume II of the DOT, pages of worker trait groups provide further information describing: (1) work performed, (2) worker requirements, (3) clues for relating applicants and requirements, and (4) training and methods of entry. This is followed by one or more pages of job titles within the worker trait group arranged numerically according to their complete DOT code.

From the DOT code, the student may obtain preliminary information regarding the level of involvement with data, people, and things required by each occupation and, by turning to the referenced page in Volume II, obtain a more detailed description of qualifications and additional related occupations. Consideration of all pages will direct the student to a large number of major and related occupations in a given interest area.

Idaho Career Information System (CIS)

The IDAHO CAREER INFORMATION SYSTEM is a statewide, computer based system which provides occupational and educational information to individuals who are making career decisions. The information is localized to Idaho and in some cases, the northwest, and includes:

1. OCCUPATIONAL DESCRIPTIONS--brief narratives about a particular occupation including information about aptitudes, work setting, hiring practices, current employment, wages, and outlook--for IDAHO!

   PREPARATION--the skills, licensing requirements, and preparation necessary for this occupation (e.g., college, apprenticeship, on-the-job training). In addition, there are frequently "TIPS" which will be helpful to a prospective job seeker.

BIBLIOGRAPHY--references to other sources of information. The Occupational Outlook Handbook is frequently cited here and includes page numbers for easy access.

2. PROGRAMS OF STUDY AND TRAINING--general descriptions of the program, typical coursework, length of training, and a complete list of schools in IDAHO, as well as selected schools from neighboring states, which offer that program.

3. SCHOOL INFORMATION--topics of interest about each school such as admission requirements, tuition, housing, financial aid, student parking, handicapped services, and so forth. The computer user also has the option of printing out comparison data for up to three schools.

4. FINANCIAL AID--descriptions of financial aid programs available to students needing financial assistance in meeting postsecondary education costs.

5. JOB SEARCH INFORMATION--gives tips on job-seeking and job-keeping skills including planning your job search, researching compainies, writing a resume, completing job applications, preparing for a job interview and keeping the job once you have it.

6. EMPLOYER INFORMATION--lists the names, addresses, and size of approximately 8,000 companies in IDAHO. The companies are organized by industry and by geographic area within the state. Because of the size and nature of this file, it is available to automated users only.

QUEST

For those people who are undecided about which occupations they want to explore, there is a 21-item questionnaire called "QUEST" which helps narrow the choices. By using the computer or needlesort deck, a user can sort through the occupations and eliminate those requiring skills or aptitudes that are not of interest. This process allows the user to narrow the choices to a workable number of occupations that may be explored further. Frequently, it helps individuals identify occupations they may never have thought of before.

A person can then obtain descriptions of these occupations, including the wages and outlook for Idaho, the number of people employed in that occupation, and suggested ways to prepare for that occupation. There is information about educational and training programs in Idaho, as well as information about the institutions that offer these programs. When individuals are ready to begin looking for employment, the Career Information System provides information about filling out an application, planning your job search, writing a resume, preparing for an interview and locating employment opportunities. Automated users can also get the names and addresses of employers in their area who employ people in a particular occupation.

The IDAHO CAREER INFORMATION SYSTEM is administered by the Idaho State Occupational Information Coordinating Committee (SOICC). It is provided on a fee-for-service basis. For more information on the System, its costs, or how to obtain it, please contact:

THE IDAHO CAREER INFORMATION SYSTEM
650 West State Street
Boise, Idaho 83720
Telephone: (208) 334-3705

An essential element in career planning and one that is ongoing is the process of assessing career choices in terms of one's capabilities, values, life style preferences, and needs for personal satisfaction. Only in this way can the total "self" be served and career planning made meaningful.

> "And there were three men went down the road
> As down the road went he,
> The man they saw, the man he was,
> And the man he wanted to be."
> -John Masefield

Recognition of change, the need for adaptability, and increasing respect for the satisfaction of personal needs have important implications for the way in which students are prepared to undertake adult roles. First, they mean that career planning is a lifelong process and, therefore, should be an ongoing feature of curricula, kindergarten through adult. Second, career planning must focus on the individual through student-centered curricula. Third, career planning must seek to broaden student horizons to permit informed choices in accordance with individual needs and to support adaptability through knowledge of potential options.

Cooperative education teacher-coordinators have a unique opportunity to actively support and implement the basic principles of career development theory, and to do so with the knowledge that these principles undergird all programs of occupational preparation.

REFERENCE BOOKS FOR COOPERATIVE EDUCATION*

Cooperative Vocational Education
Principles, Methods, and Problems
E. F. Mitchell
1978
Allyn and Bacon, Inc.
470 Atlantic Avenue
Boston, MA 02210

Cooperative Education
Vocational-Occupational-Career
Ronald W. Stady/Bill G. Gooch
1977
Bobbs-Merrill Company, Inc.
Indianapolis, IN 46268

Cooperative Vocational Education
A Successful Education Concept
John A. Wanat and
Margaret A. Snell

Cooperative Occupational Education and Work Experience In The Curriculum
Mason/Haines/Furtado
1981
The Interstate Printers & Publishers, Inc.
Danville, IL

Cooperative Education
Jack T. Humbert and
Carl A. Woloszyk
1983
The National Center for Research in Vocational Education
1960 Kenny Road
Columbus, OH 43210

So You Want A Successful HERO Program
Margaret Rourke and
Christin Gentry
1979
McGraw Hill Book Company
New York, NY

Arizona Program Management Guide
Arizona Department of Education
1981
Phoenix, AZ

Handbook for Youth-Centered Leadership
Future Homemakers of America
1982
Reston, VA

Illinois Vocational Student Organizations Local Advisor's Handbook
Illinois State Board of Ed.
1979

Interdisciplinary Cooperative Education
1978
Oklahoma

Cooperative Education Coordinator's Handbook
State Department of Vocational and Technical Education
Curriculum and Instructional Materials Center
Stillwater, OK 74074

Individualized Instructional Systems for Vocational & Technical Education
Edited by Nevin R. Frantz, Jr.
1974
Vocational Instructional Systems
Athens, GA

The Educational Program - Designing Education for the Future
Prepared by Clifford F.S. Bebell
Head of the Education Department
Southern Colorado State College
For State Advisory and Study Committees
Denver, CO

A Competency Based Approach to Development of a Fun and Effective Vocational Student Organization
Teacher's Manual
Arizona Department of Education
1983
Phoenix, AZ

Handbook on Student Organizations in Vocational Education
H. R. Binkley and C. W. Byers
1982
The Interstate Printers &
Publishers, Inc.
Danville, IL

Curriculum Handbook for School Administrators
Edited by Forrest E. Conner and
William J. Ellena
American Association of School
Administrators
1201 Sixteenth Street, N.W.
Washington, DC 20036

*Includes references used in the writing of this handbook.

TEXTBOOKS/WORKBOOKS FOR THE COOPERATIVE EDUCATION RELATED CLASS

Exploring Careers -- Decision Making
David W. Winefordner, Director
Career Decision-Making Program
Appalachia Educational Laboratory, Inc.
McKnight Publishing Company
Bloomington, Illinois 61701
1978 ISBN 87345-725-0

Surviving on the Job
Jay Como
McKnight Publishing Company
Bloomington, Illinois 61701
ISBN 87345-542-8

Cooperative Work Experience Manual
William Stull/Robert Zedlitz
South-Western Publishing Company
Palo Alto, California
ISBN 0-538-04050-5

The Work Book
Bill Gooch/Lois Carrier/John Huck
American Technical Publishers, Inc.
Alsip, Illinois 60658
ISBN 0-8269-4902-9

Work: Pathway to Independence
Bill Gooch/Lois Carrier/John Huck
American Technical Publishers, Inc.
Alsip, Illinois 60658
ISBN 0-8269-4900-2

Occupation Knowledge -- Readings and Workbook (Two Separate Books)
The APL Series
Coping in Today's Society
The University of Texas at Austin
Arnold Nared/Curriculum Director
1980 Harcourt Brace Jovanovich, Inc.
757 Third Avenue
New York, New York 10017
ISBN 0-15-502886-3

The Dynamics of Work
Willard Daggett, Ed. D.
South-Western Publishing Company
Palo Alto, California
1984 ISBN 0-538-07580-5

From School to Work - A Co-op Ed Handbook
Goodheart-Wilcox
123 West Taft Drive
South Holland, IL 60473
1984

GOVERNMENTAL AGENCIES, CURRICULUM LABS, ETC. WITH COOPERATIVE EDUCATION RESOURCES

Vocational Education
Arizona Department of Education
1535 West Jefferson Street
Phoenix, AZ 85007

State Division of Vocational Ed.
650 West State Street
Boise, ID 83720

Curriculum Publications
Clearing House
Western Illinois University
76 B Horrabin Hall
Macomb, IL 61455

Vocational Technical Education
Michigan Department of Education
P. O. Box 30009
Lansing, MI 48909

Instructional Materials Laboratory
10 Industrial Education Building
University of Missouri-Columbia
Columbia, MO 65211

New Jersey Vocational-Technical
Curriculum Laboratory
Building 4103 - Kilmer Campus
Rutgers University
New Brunswick, NJ 08903

State Board of Vocational Education
Capitol Building, 15th Floor
Bismark, ND 58505

(Interstate Distributive Education
Curriculum Consortium)
IDECC National Office
The Ohio State University
1564 West First Avenue
Columbus, OH 43212

Curriculum & Instructional
Materials Center
Oklahoma State Department of
Vocational & Technical Ed.
1515 West Sixth Avenue
Stillwater, OK 74074
MAVCC
Mid-America Vocational
Curriculum Consortium
Stillwater, OK 74074

Oregon Department of Education
Instructional Services Division
Center for Program Coordination
700 Pringle Parkway, S.E.
Salem, OR 97310

Vocational Education
Media Center
10 Tillman Hall
Clemson University
Clemson, SC 29631

Center for Occupational
Curriculum Development
P. O. Box 7218
The University of TX at Austin
Austin, TX 78712

Utah State Board for
Vocational/Technical Education
1400 University Club Building
Salt Lake City, UT 84111

Commonwealth of Virginia
Department of Education
P. O. Box 6Q
Richmond, VA 23216

Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

The National Center for Research
in Vocational Education
National Center Publications
1960 Kenny Road
Columbus, OH 43210

Ohio's Distributive Education
Materials Laboratory
1885 Neil Avenue
115 Townshend Hall
Columbus, OH 43210

University of Wisconsin-Madison
964 Educational Sciences Bldg.
1025 West Johnson Street
Madison, WI